

LIBRARY OCCURRENT

ISSUED BY THE

PUBLIC LIBRARY COMMISSION OF INDIANA

VOL. 6, No. 6

INDIANAPOLIS

APRIL, 1922

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Issued in January, April, July and October. Distributed free of charge in Indiana.

Entered as second class matter June 13, 1911, at the postoffice at Indianapolis, Indiana, under the act of July 16, 1894. Acceptance for mailing at special rate of postage provided for in Sec. 1108, Acts of October 3, 1917, authorized on June 29, 1918.

INDIANA LIBRARY WEEK

APRIL 23-29, 1922

WHAT IS YOUR LIBRARY DOING?

GOVERNOR McCRAY'S PROCLAMATION.

February 24, 1922.

Whereas, "To spread the influence of good books is not simply a missionary work for human betterment, but a patriotic work in disseminating the principles in which democracy finds support and strength," and

Whereas, Today as never before the well being of our state and the progress of our communities depend upon the vigor and effectiveness of our educational institutions, our public libraries as well as our schools, and

Whereas, The public library in Indiana and elsewhere has proven itself one of the most valuable social, spiritual, and practical forces in the life of any community, by fostering reflection, ideals, and progress, and by stimulating the reading and assimilation of the best in books, the treasure chests of human aspiration and knowledge,

Therefore, in order that the citizens of Indiana may come to recognize more fully the value of books, reading, and libraries, and that they may become more familiar with the advantages and needs of the public libraries in their own communities,

By virtue of my authority as governor of the State of Indiana, I, Warren T. McCray, do now designate the week of April 23-29, 1922, as "Indiana Library Week," and do urge the observance of this week in all parts of the state, I especially recommend that the trustees of public libraries, librarians, teachers, and clergymen do their utmost to reach all in each community with the message and influence of good books.

(Signed) WARREN T. McCRAY.

Governor of Indiana.

The State House, Indianapolis, February 24, 1922.

"BOOKS FOR ALL."

INDIANA LIBRARY WEEK is an assured fact. It has been marked for observance on library calendars all over the state. Library folk everywhere in Indiana have

recognized a far-reaching opportunity and have risen in the full force of their enthusiasm to take advantage of it.

They are flooding the newspapers with "stories" about the Week. They are organizing Library benefits and poster contests and reception committees and two or three dozen other things. They are giving talks before clubs. In short, they are bending every energy to make INDIANA LIBRARY WEEK a conspicuous success.

Successful it must and will be. And this means that Indiana libraries are going to have the busiest April of their entire experience. To put INDIANA LIBRARY WEEK across means good, hard work and plenty of it. It means a contagious enthusiasm. And it means *results*, you'll never dream how many. So everybody together! Take hold and pull!

Do not fail to refresh your memory about the details of INDIANA LIBRARY WEEK by re-reading the February 10th letter of suggestions. It contains a round dozen suggestions which it will pay you to follow up.

A PROGRAM FOR LIBRARY WEEK.

Divide your week into special days each with its own plan for observance and you will go a long way toward creating the enthusiasm that spells results. Here is one plan:

1. SUNDAY, APRIL 23—CHURCH DAY.

Urge the ministers to preach sermons about the value of books and reading and to lend their endorsement to the Week. At the meetings of the young people's societies see that the library and its work is discussed. Bring the subject of books and reading before all the Sunday Schools. On Sunday see that there are announcements at all public meetings of the program for the Week. These programs should also be posted in prominent places. Sunday is by way of breaking ground for the rest of the Week. See that it is thoroughly done.

2. MONDAY, APRIL 24—BUSINESS MEN'S DAY.

Have the subject of the library brought before all luncheon clubs. In the evening have a special meeting of the Commercial Club or other leading men's club which shall be open to the public. Have a rousing good speaker who will tell what the library can do for the business men, why it is a business asset to the community and how business men can support it. Get every business man behind the library. Exhibit business and technical books.

3. TUESDAY, APRIL 25—INDIANA DAY.

Let the D. A. R. or the local historical society have charge of this day. Have a talk at the library auditorium about Indiana history and literature. Try to arouse local pride in the library as a depository of valuable historical material. Historical exhibit.

4. WEDNESDAY, APRIL 26—WOMEN'S DAY.

Arrange a meeting of the combined women's clubs at the library to plan a bigger and better library. Get them interested in some particular phase of the work of the library—better books for children, art books, work with the foreign born. And do not allow the enthusiasm created by this meeting to lapse after the "week" is over. Find some permanent work for them to do for the library.

5. THURSDAY, APRIL 27—LIBRARY DAY.

Hold a library "open house" in the evening with the librarian and trustees as hosts and hostesses. Provide guides to show people around the library and explain its work. Give brief talk on library reference books. Have someone to issue cards to new patrons. Have short, entertaining program with a brief address of welcome by the president of the board of trustees. Make the whole atmosphere one of friendliness and welcome.

6. FRIDAY, APRIL 28—SCHOOL DAY.

Bring the library to the attention of every school child by talks in school rooms. Arrange a program before the high school with the library as the central topic. Award prize for best poster. If you are having a book campaign make this the great day for the boys and girls to bring their gift books in and encourage rivalry between schools and grades.

7. SATURDAY, APRIL 29—FARMER'S DAY.

Place placards in garages, livery stables, rest rooms and stores and all public places inviting the farmers and their families to visit the library. If you have county or township extension advertise this, if not, advertise the fact that country people may have the privileges of the library by paying a small fee. Stress books on agriculture and children's books. Don't forget talks and slides at the movies which will be crowded on Saturday. In the evening comes the library benefit concert or play. Advertise this so that every man, woman and child will be there and the week will end in a blaze of glory.

A FEW SUGGESIONS FOR EVERY DAY IN THE WEEK.

1. POSTERS.

Have posters everywhere, in store windows, banks, telephone offices, grain elevators and schools. Have big signs on delivery wagons and a banner strung across the main street with the legend "Support Your Public Library." Have a prize contest for the best poster produced by a school child.

Do not neglect to make use of the posters published for the Year-Round Bookselling Plan by the National Association of Book Publishers, room 417, 334 Fifth Ave., New York City. Some of this material is free to public libra-

ries. Get on mailing list of "Year-Round Bookselling News."

Have you copies of A. L. A. poster "Buried Treasures"? 50c for 5 copies.

2. WINDOW DISPLAYS.

In downtown store windows have the merchants display with their own goods, books, magazines and posters from the library. In the furniture stores have books on furniture and interior decoration, in the grocery stores have cook books and books on household science, in the garages have books on machinery and automobiles. In other places have displays of worn-out books with posters emphasizing the need of new books.

3. DISPLAY OF NEW BOOKS.

If you are having a book campaign see that the local drug or book store through which you order library books places in the window the biggest display of new books that the town has ever seen. Let them all be "wanted" titles for the library. Then advertise that the store will give the regular library discount on all books purchased by individuals for the library. Have special gift book plates for use in these books.

4. NEWSPAPER PUBLICITY.

Have library "stories" in every issue of the local papers. See that all meetings are reported and that names are generously mentioned. Report every step in the progress of the campaign. Get the merchants to give the library space in their paid advertising during the Week. And be sure to send copies of all clippings to the Public Library Commission.

5. TELEPHONE SERVICE.

Have the telephone central say "This Is Library Week" instead of "Number, please" when she answers the telephone. And use your own telephone freely during the Week by inviting people personally to meetings and entertainments.

6. RESTAURANTS.

Have special dishes in honor of INDIANA LIBRARY WEEK—a "Library sandwich," an "INDIANA LIBRARY WEEK Sundae," a "..... Library salad."

7. TALKS.

See that there are speakers at every public gathering during the Week to tell of the library and its work and its needs. Organize the club women for this purpose.

8. TAGS.

Have you arranged for tags for patrons—actual, prospective and potential? Write Gaylord Brothers (Syracuse, N. Y.) at once.

9. BOOK APPEAL.

Use all the plans for a general publicity week, but have them culminate in an appeal for books. Have talks at all public gatherings on the library's need of books. Arrange for collection places in stores, banks, garages, schools, street corners and other public places. Have these definitely announced in the papers and at all public meetings so that people will know where to take their books. Receive books at the library, and in addition have a miniature waterproof house on the library lawn where the children can drop their books. Get volunteers among club women with cars to collect books from persons who are unable to bring them to the collection places. Organize contests between grades in public schools for the collection of books, and after the campaign is over announce the relative standings of the different rooms. Use Boy Scouts. Encourage gifts of books from clubs, from prominent citizens and as memorials to friends and relatives. Start the GIVE A BOOK TO THE LIBRARY habit in your town.

In short, see that things are happening daily and hourly during the entire Week. It means hard work and constant effort

and unfailing watchfulness, but IT WILL PAY. Work for big results and you will get them. Here's to success!

HOW DOES YOUR COMMUNITY MEASURE UP?

The American Library Association believes that \$1 per capita of the population of the community served is a reasonable minimum annual revenue for the library in a community desiring to maintain a good modern public library system with trained librarians.

This sum should cover a main library with reading room facilities, branch libraries and readings rooms within easy reach of all the people, a registration of card holders equal to at least thirty per cent of the population, and a considerable collection of the more expensive books of reference, with a home use of about five volumes per capita per year.

This allowance of per capita revenue may need modification in the case of very small or very large communities, or communities which are otherwise exceptional. Small communities may often obtain increased library service for the same expenditure per capita by enlarging the area of administration. The situation in large communities is often modified by the presence of good endowed libraries free for public use.

Communities desiring their libraries to supply these needs extensively and with the highest grade of trained service, will find it necessary to provide a support much larger than the minimum of \$1 per capita. This should cover extension work sufficient to bring home to the children, the foreign speaking people, business men, artisans, advanced students, public officials, and in general all classes of the people, the opportunities that such a library is not only ready but able to afford, with a service that is administered by trained librarians having special knowledge in their particular departments.

(Resolution adopted by A. L. A. Council December 30, 1921.)

I WANT A GOOD BOOK.

Alice I. Hazeltine, St. Louis Public Library.

Perhaps some of you have seen a quotation from Stephen Leacock which appeared in one of the recent library periodicals. It runs as follows:

"As a writer of books it is my opinion that children, or at least young persons, are the best readers; indeed, the only real readers. Grown-up adults are badly damaged. They read in an inattentive way, with no real effort of mental power to fuse the picture before them into the white heat of imagination. They read and forget. They would pass by Weller and never see him. They would forget Huck Finn's name over night. Their judgments are the standard of education and their admiration lies dead in the grave of their childhood. For real literary success let me tell a fairy story to the listening ears and the wondering face of my little son of four."

It is of these "real readers" and their choice of books that I wish to speak this afternoon. If we accept Mr. Leacock's words as only half true, they will impel us as librarians to study the natural reading instincts of children and to learn from them what books it is our business to provide for their use. Our children's rooms will not resemble Mr. Squeers' school, and "brimstone and treacle" will not be forced down children's throats.

Under ideal conditions, children really do choose for themselves, and certainly much is to be said in favor of the method so delightfully pictured in reminiscent vein by some who write of browsing among great books of the world on shelves in a private library to which they, in their childhood had freedom of access. How to relate this ideal to the life of the American child of today is the problem of the children's librarian.

First of all, we have the open shelf in the children's room—a low shelf where books may be easily seen and easily handled. A nearby table and a comfortable chair approximate the conditions laid down as ideal.

A chance to browse, to find for himself, or to be helped to find, the things which are childhood's own, is, we have come to feel, a fundamental requisite.

This means, above everything else, an adequate book supply. What is "adequate"? Nothing but a study of the community, a survey, if you will, can determine. Many public libraries are under-budgeted, undermanned, or -womanned, and under-booked. A survey of the needs of all the folks whom the library might serve may bring to light great opportunities and may point the way toward building the right sort of a book collection.

In order to find out what the child of Everytown wants, it is necessary, then, to know what traditions are his, what blood flows in his veins, what opportunities for church, for school, for play are offered to him. A few children will never care to read, but the great majority are hammering at the doors of our libraries asking for "good books." What do we give them?

We are not now discussing so-called "school books." The lessening dependence upon a text and the wider use of source material in the upper and even the middle grades makes their use negligible, anyway. We are not even considering volumes of information, intended to be used for school reference work, necessary as they are, and of serious interest to all forward-looking children's librarians. We are for a little while concerning ourselves with books which children want for the sake of the books themselves and not for the practical use which may be made of them. These are the books to be read for pleasure, comprising, in the main, those which have artistic and literary merit.

In the stimulating volume of Comments on schools, school people and other people written by Mr. Edward Yeomans and called "Shackled Youth," he says: "It would seem that one of the most essential of the lessons of life is this—what to do with leisure time so that it shall always be recreative; so that it shall always renew a right spirit within you."

Only in so far as books are truly re-creative and filled with renewing power are they to be denominated "good" in the sense in which we are now using the word. Yet this does not mean that they must all be patterned alike. It is, indeed, by the number of open windows to be counted in them, through which children may catch glimpses of lands unexplored and beauties undreamed of that books may qualify for inclusion on the shelves of the "best books" in a children's library. To be fully satisfying, a book must appeal to the sympathetic judgment of adults.

It behooves us as grown persons, then, to keep ourselves as slightly "damaged" as possible, that we may enter into a knowledge of what books are truly "good," and to so use this knowledge that children may have the chance to become acquainted with them and acclaim them, too. This leaves scant room for a so-called "harmless" book. To clear the bookshelves from the debris of mediocrity, leaving plenty of space to draw near to the real books is a task which calls for courage and for wisdom.

Now, what does a child mean when he says, as he does, every day in every library, "I want a good book." It is far easier to compile a list of children's classics which one may think "Every child should know" than to discover the meaning of these five words as uttered by boys and girls of varying ages, mental capacity and taste in reading. What is "good" to one is "no good" to another. A children's librarian or a teacher needs to know individual children as well as books.

The younger children are more definite in their requests. "I want a picture book"; "I want an easy book"; "I want a fairy tale," are fairly easy requests to fill. These are "good books" to them, but the choice to be made among them demands as careful study as any other phase of book selection.

The children of Everytown should have books beautiful in line and color if for no other reason than that they may be placed over against the bad drawing and crudity of conception of the typical picture page. Books like the Leslie Brooke books, Lear's

Nonsense books, Francis's cheerful cats and Palmer Cox's Brownies answer the demand for "funny" books for little folks. Realistic pictures like those of E. Boyd Smith in his *Chicken world* and *Farm book*, the dainty children of Kate Greenaway's brush, the marvelous work of Boutet de Monvel all satisfy different children or the same children at different times. The Caldecott and Crane picture books belong everywhere.

The easy book that is not a "reader" is harder to find, but it is to be noted that the primers and readers of today follow the story method and offer themselves as real books for little children. The Peter and Polly stories by Rose Lucia are especial favorites. The Valery Carrick picture tale books are greatly beloved by little children and also W. J. Hopkins's realistic stories of life on the farm and at sea. The simplest of folk tale and fable is to be found in some of the little volumes edited by Baldwin and by Scudder and are not too heavy for the younger children to carry. The animal story, so popular at the present time, is loved by little children, who should, however, be protected from an overdose of this type of literature and from the too great personification of some of the stories by giving them a variety of stories from which to choose. Simplicity, sincerity, directness, are indispensable qualities in books for little children.

The fairy tale has its detractors, but no one offers anything suitable to take its place. The melancholy results achieved by those who would turn the fairy tale to good account by attaching to it information about flowers or bees or birds and by those who rewrite the ending that the story may thereby be slipped into Pollyannism are so disappointing to lovers of the old strong, vigorous folk tale and so unsatisfying to children that volumes of this type should not cumber the shelves. The tales of the folk of different countries polished by many retellings and now glorified in type and picture form a big body of real literature which is peculiarly suited to childhood's desires and needs. The collections of English, Celtic and Indian tales by Joseph Jacobs,

the stories sought out and written down by the Brothers Grimm, volumes such as Mrs. Thorne-Thomson's *East of the sun and west of the moon*, with other Norwegian folk tales, Fillmore's volumes of Czechoslovak fairy tales, Post Wheelers' Russian wonder tales, Williston's Japanese fairy book, Schoolcroft's collection of American Indian tales called the Indian fairy book, and the great cycle of the Arabian nights entertainments are all truly "good" according to the testimony of the children.

Have you heard that Soviet Russia has banished the fairies? Here is the invitation to Russian writers who must furnish a substitute:

"The children's tales must be devoid of all elements of superstition, and must contain no mention of angels, fairies, evil genii, etc.

"Kings and Princes must be described as oppressors of the masses, as they are in reality.

"The literary section suggests as subject matter for such tales the future of mankind, the achievements of science, technical skill and industry.

"Tales describing the life of the working masses will be especially welcome.

"All mythological or religious subjects, God and the devil must be carefully avoided."

It is to be suspected that Soviet Russia is suffering from the influence of one Mr. Literal who is to be found, among other places, in the pages of Mr. Louis Dodge's delightful new book, which relates the adventures of Everychild in his search for Truth. As he journeys along the road of troubled children, Everychild meets, among others, Will o' Dreams, who alone among the race of giants has power to bid Father Time move speedily, or to retrace his steps. Old Mr. Literal accuses the giant of going about under an assumed name and warns him that he will expose him to the children if he does not cease from following after them. With Will o' Dreams as a friend who would add to children's innocent joys and take from their sorrows and with the

Masked Lady to go with him everywhere, Everychild makes progress on his strange journey. He learns that nothing amounts to a great deal but human beings and that because everyone—even the most obscure or humble or wayward—is a little bit of God. And at the close of this story "which the old may interpret to the young and which the young may interpret to the old," the mask falls from the lady's face and Truth stands revealed. Mr. Literal "smiling smugly and teetering back and forth on his feet" loses patience and says "You know it is true that Imagination—I believe he calls himself Will o' Dreams—is not a giant as he's been represented here." To this Truth calmly replies, "The greatest giant of all: the forerunner of every dream, of every deed."

Among the moderns who have caught the spirit of Will o' Dreams are a number who have won a permanent place in the affections of children. Such are: Lewis Carroll in his inimitable picture of Wonderland itself as seen in the experiences of little Alice; Sir J. M. Barrie, whose brain-child, Peter Pan, has a real place in children's hearts; Rudyard Kipling, whose animal tales of the jungle are free from taint of triviality or sentimentality, and Selma Lagerlof, whose *Adventures of Nils* is an artistic triumph. It is well to compare volumes of modern fairy tales as they come from the press with these truly great books for children. If the new ones are dwarfed by these classics, their introduction into library collections is of doubtful wisdom. One new modern imaginative story deserves to be better known than it seems to be, one reason being, perhaps, that it calls for an expenditure of money which some will feel is out of proportion to its use. Not every child will enjoy it because of its length, its unusual name and place word, and its sustained style, but no child should miss it who is capable of appreciating this piece of real literature. This is the *Three Mulla-Mulgars*, by Walter de la Mare. They are Thumb, Thimble and Nod by name, monkeys of the blood royal, born in Africa, left motherless and homeless. They decide to follow after

their father who has previously returned to his native country, and the story concerns itself with their adventures as they make their way toward the lovely valleys of Tish-nar where the Prince Assasimmon reigns, and at last gain their heart's desire. Here we have the fascination of the animal story, the picture of the forest, the thrill of the adventure and the magic of sheer beauty to delight any reader of any age who loves the music and color of language and the older persons, at least, who also perceive its meaning.

The roads which lead from this younger children's fairyland and wonderland to the big, open spaces where may be found heroes of heroic stature whose deeds are told in epic and classic literature need to be well known to teacher and to children's librarian in order that children may find them with the greatest ease and enjoyment. Story-telling, reading aloud, the possession of attractive editions, the natural acceptance of these stories as "good" on the part of the children's librarian will go a long way toward making Ulysses, Siegfried, Cuchulain, Robin Hood, King Arthur, familiar and loved friends of the children themselves.

The older children, however, most frequently use the phrase of our title to indicate a "story book." It is not always easy to know what they mean. If questioned, they usually become self-conscious. Reports and statistics on the subject are notoriously confusing. Themes on "My favorite book and why I like it" often leave the investigator as much at sea as ever. It is in the informal, daily, contact with children that a teacher or a children's librarian learns the most about the whole question and succeeds in getting them to express themselves naturally.

In one of our children's rooms the other day a boy made the usual request, and in response to the question of the children's librarian who asked him just what he meant by "good," replied, "I mean a book with crooked ways in it." The children's librarian again suggested that she did not understand. "Oh," said he, "I mean a book about people who do things they shouldn't do and

then get out of it." Crooked ways! Is it startling? Do you wonder just what stuff has gone into that boy's head by Movie ways or Book ways to make him want a book like that? Responsibility? It is ours in so far as we have the power to make straight ways interesting and to show that people do not "get out of it."

It means plenty of books of thrilling interest, of red-blooded adventure, books in which there is "something happening all the time" on our shelves for this boy and for others like him. It means that we must compete with the cheap picture and the cheap tale and win in every case we can. We have a right to demand of a book that it have a well-balanced plot and straight-forward movement of story, with the working out of justice and the inevitable consequences of wrong-doing made plain. This precludes stories of luck and brings us back to serious thought about fundamental values.

A few titles of perennial interest like *Treasure Island*, *Robinson Crusoe*, *Tom Sawyer*, and *Twenty thousand leagues under the sea*, are troublesome in most libraries for the sole reason that it seems impossible to buy enough copies of them. This suggests the wisdom of duplicating best books rather than of making too great effort to secure a wider variety. Mr. Altsheler's stories of pioneer life and of the history of our own country were written with the serious purpose of interesting boys in reading Parkman and in knowing more about America's development as a nation, and should, it seems to me, be excepted from strictures against "series" of books by one author.

The fascination of a series for both boys and girls is so great that it is easy to fall into the snare of buying such books or of accepting them as gifts. Most of those who select books for children most carefully do choose a few of the very best series, such as the Altsheler volumes just mentioned and the *Billy Topsail* stories by Norman Duncan, but it is next to impossible for an author to maintain even as high a standard as he sets for himself in the first volume

which he writes and the quality of the volumes in nearly all series dwindles as the list of titles grows.

Single volumes permit an artistic and satisfying presentation of material chosen by the author and that this is not incompatible with success in writing books which make a wide appeal to boys and girls is proven by the continued popularity of outstanding favorites such as Kipling's Captains courageous, London's Call of the wild, Masefield's Jim Davis and Pyle's Jack Ballister's fortunes. Along with these stories may be mentioned other volumes deemed "good" by boys whose thirst for adventure draws them to read eagerly Bruce's Daniel Boone and the wilderness road, Bullen's Cruise of the Cachalot, Franck's Vagabond journey around the world, Brooke's First across the continent, Loring's African adventure stories and Roosevelt's own accounts of his explorations and adventures. Two of the newer books which satisfy a boy's desire for this kind of reading are La Verre's Up the Mazaruni for diamonds and that story which compelled me to read from first page to last without a break, Hawes's Mutineers, a thrilling tale of the old sailing ship days. Boys crave tales of adventure more than girls, but some girls will read them when once started on the road of enjoyment.

Of historical tales of merit there are so many that it seems difficult to single out any for special mention. Any library, however, lacks its full complement of pictures of other days which does not carry on its children's shelves Bennett's Barnaby Lee and Master Skylark, Cooper's The Spy, Pyle's Men of iron and Otto of the silver hand, Seawell's Son of Columbus and Twain's Prince and the pauper. Some other titles especially interesting to girls are Dix's Merrylips, Knipe's Polly Trotter, patriot, Meigs's Master Simon's garden, Molesworth's Edmee, Peard's Mother Holly, and Seaman's Jacqueline of the carrier pigeons. One new volume, a surprise because not in its author's characteristic vein is Ralph Barbour's Metipom's hostage, a fine tale of the days of King Philip.

School stories make a popular appeal

both to boys and to girls and it is disappointing that there are few which have real substance. Tom Brown's school days is the classic picture of English school life. This needs to be read by boys before it is necessary for them to study it in school and should be introduced to them by the librarian so that they will skip the first chapters and "begin where the story begins." Modern English school life is presented by Vachell in his The hill, which is also, as the title page indicates, a romance of friendship. America still waits for a school story to be compared with these, but Eggleston's Hoosier school boy deserves a place as a picture of school days in Indiana years ago. Some of the earlier volumes of Ralph Henry Barbour, such as For the honor of the school, The half-back, and Weatherby's inning, and the athletic stories by Ralph Paine, Walter Camp and Christy Mathewson are too well known to need comment. Most of the modern school stories are overloaded with athletics or with parties. School stories written especially for girls are apt to lack balance. Katharine Brown's Philippa at Halcyon, Helen Dawes Brown's story of Vassar entitled, Two college girls and Elsie Singmaster's When Sarah went to school are considerably above the average.

One way to make America known to boys and girls in different parts of our country is to offer them stories of home life in places with which they are not familiar, both those of long ago and of today. We have more stories of New England than of any other section. Miss Alcott's pictures of New England have, of course, a permanent place in children's literature. Less read, perhaps because of its reminiscent tone, is Aldrich's Story of a bad boy. Mrs. Fisher's Understood Betsy is for grown-ups and for children, too. As we come toward the West we find Taggart's Little grey house in New York and Singmaster's When Sarah saved the day, telling of the Pennsylvania Germans. Among the southern stories are Mrs. Stuart's Story of Babette which tells of life in the old French district of New Orleans, and Archibald Rutledge's Tom and I on the old plantation, in which we find related the

adventures of two boys in South Carolina. Mrs. Catherwood's *Rocky Fork* describes early days in Ohio as seen in the experiences of a little girl; Noah Brooks's *Boy settlers* pictures Kansas in the days before the Civil war; Bertha Bush's *Prairie Rose* strikes a new note by telling the experiences of a pioneer girl who goes West with her brother to make a home; Canfield's *Boys of the Rincon ranch* takes us to Texas; Double-day's *Cattle ranch to college* is a story of North Dakota; and Mrs. Jackson's *Nelly's silver mine* is located in Colorado. Is not this better than journeying about with the Rover boys?

If we can do this in our own country, can we not study books about children and home life in other lands? Never have we needed so much to cultivate sympathy for other peoples and to learn something of their lives. To Mrs. Dodge's classic story of Holland, Hans Brinker, may be added a considerable number of worth while and interesting books of this kind.

Further mention of individual books would be wearisome. It is enough to say that any story chosen for children's shelves must measure up to the test of being a real picture of life, not done in flat tones, but a picture with real depth and with the warmth and color of life itself.

Many other groups of books which may be read for pure enjoyment may not now be discussed. A child's love of rhythm and the sound of words should be cherished so that as he grows older the music of great poetry may appeal to him. Lives of great men and women, heroes of reality and of legend, when delineated with real ability are accepted by children with true pleasure.

The child who haunts the library with his everyday plea, "I want a good book," has pre-conceived ideas of what a good book is. It lies with the librarian to so skillfully administer work with children that his idea of "good" may broaden and deepen, that he may find enjoyment in books hitherto unknown to him, that he may learn to distinguish the best from the mediocre and that he may develop a discriminating taste which will bring satisfaction to himself and en-

able him to find his way to the best of adult literature. We constantly talk about the "children" who frequent our libraries, thinking of them too much as just "children." But they are on their way—they are "potential adults," each with his own interests, his own desires, his own aspirations. The best is none too good for any child.

(Talk given at Muncie meeting of I. L. A.)

DETROIT CONFERENCE OF AMERICAN LIBRARY ASSOCIATION.

June 26-July 1.

Not since the Louisville Conference in 1917, five years ago has the A. L. A. held its annual meeting in the middle west. For this reason we should hope for an exceptionally large attendance of Indiana librarians at Detroit the last week in June.

The sessions are to open Monday evening, June 26th, the last general session being held Saturday morning, July 1st. Headquarters are to be located at Hotel Statler where rates range from \$2.50 for each two persons sharing a double room with shower to \$4 to \$8 for single rooms of various sorts. Meals will be served in the main dining room of the Statler at the following rates: Breakfast 75c, lunch 85c and dinner \$1.50. There is also a grill room and a cafeteria at the Statler.

Other hotels where special arrangements are being made to accommodate Conference guests are The Fuller (just across the street from headquarters), The Wolverine, The Charlevoix, the Cadillac (from two to four blocks away) and The Fort Shelley, The Norton and The Addison.

WHAT THE TEACHER EXPECTS OF THE PUBLIC LIBRARY.

Gretchen Scotten, Head of English Dept.,
Muncie High School.

If your president, Miss Torrance, had been less modest, she would have asked me to talk upon what the teachers of Muncie are

getting from the Public Library of Muncie, for I can truthfully say that here in Muncie we receive what we expect and more.

Education may be defined as information, but a much better definition declares that education is knowing where and how to find information when it is needed. Accepting this definition, all teachers recognize the value of the public library as an important factor in education today. We feel that not enough advantage is taken of the facilities for learning which it affords. As teachers in the public schools, we are hoping that every child of today will know how to make best use of the public library, for then every grown person of tomorrow will know how to use it, and the public in general can be said to be educated thus far.

Just how much may we expect the public library to do for the public school?

In the first place nearly everything is accomplished if the local public library maintains always an atmosphere of generous welcome towards the student,—an air of "Come right in, and make yourself at home." It is surprising how many children think that a Carnegie library is the gift of a rich man and therefore for the use of rich people only, a place where the little urchin in the ragged sweater and torn cap may not enter. A small boy I knew objected to going to the Public Library because he said, it was only a place for "club ladies" who had papers to write, and the librarian had no time for him. A negro girl in one of my classes asked me to lend her a book which I had asked her to procure at the Public Library, because she felt that the Public Library was for "white folks only." Now these are ideas which should never come to mind. We are doing our best in the school to correct them, but there is a certain awe and forbidding atmosphere, for a child, about any public building, which, in the case of the Public Library has to be overcome by the librarians themselves. So I bespeak for all school children a little more than the usual service which the librarian is supposed to render, and that is a friendly manner which will put these young people at their ease and make them want

to come inside and to stay awhile in the library.

We have found that in addition to the attention received by the pupils in the library, a visit of the librarian to the school once each semester, is very effective. The librarian is a little stranger than the teacher. She has charge of all the books in the Public Library and her invitation to come up and use them is more likely to be heeded than the teacher's suggestion that the pupil will be welcome. When the librarian herself distributes, in the class-room, the application blanks which enable the pupils to secure cards, there is seldom a child who will not take advantage of the opportunity to own a card. By the time a child reaches the high school he needs to be given a great deal of instruction upon the use of the public library in order that his means of securing information may keep pace with the rate at which he is being advanced in school:

1. He must know where and how to find the reference books,—dictionaries, encyclopedias, *Who's Who*, etc.—in the local library, which ones are best for certain types of information, and which ones are most up-to-date.
2. The plan and use of the card catalogue should be familiar to him by this time.
3. He must understand the system of numbering which is used in public libraries, with its advantages.
4. He must be able to find a book on the shelves without the assistance of the librarian.
5. Very shortly, he will need to know, too, the value of such index books as the *Reader's Guide* and *Poole's Index*, how to use them advantageously and to find, in bound and unbound magazines, the articles listed in these volumes.

We have found in our school that our classes are too large and too many in number to go for class instruction to the Public Library, but the librarian, visiting each Freshman English class each semester (in that way meeting every pupil) can give, in one or two class periods adequate instruc-

tion on these points which I have just mentioned. She can do it better than the teacher, for she knows the plan of the library perfectly and can readily answer any questions which may arise. A little diagram placed on the board, to show the library stacks, card catalogue, and delivery desk, help to make the arrangement of the library clear to the student; a few sheets torn from old magazine index monthlies enables the child to get a good idea of *The Reader's Guide* and such index volumes even before he enters the library. When the librarian herself, makes it plain that there are willing assistants in the library who will gladly help the student in learning how to use the library for himself, the pupil goes, feeling considerably at ease. His curiosity has been aroused, and if the teacher follows up this talk of the librarian with some assignment which enables the pupil to make use of all these different things he has learned, it is not long before we have an accomplished patron of the library, who does not ask for assistance.

Such instruction never needs to be given to classes beyond the freshman year. The librarian finds the time it takes well spent, because the young people who come to the library are so much more independent and demand so much less attention while they are there, than they formerly did. When this knowledge is acquired in one public library, it is easy to impress the pupil with the fact that the general system in all libraries is the same and that he has information which he can use anywhere.

Such information goes even beyond the pupil, for it is passed on to his family and friends. Thereby the number of borrowers and visitors at the library is greatly increased.

After the pupils have had definite library instruction, we always hope that the librarians will not be too generous with their assistance within the library. There may be times when we shall ask to have the library secure extra copies of books in great demand and when we shall want certain books placed on a reserve shelf for some particular reason, but for the most part

we do not want the books to be too accessible. We want every child who has a special history reference to study or a home-reading book to enjoy to find the book for himself. We want him to have that practice. We want him to see what stands next that book on the shelf. We want him to realize that there is not one copy of any book for every member of a class but that getting the book when copies are scarce is just part of the game that he must play, that therefore he must be in haste to find it and prompt to return it for the benefit of others.

If a senior has to write a paper, we do not want the librarian to make a list of references for him. If she does, the senior may soon decide that it is the business of the librarian to compile reference lists for busy students. Moreover, with such aid, he will acquire no power of his own and no supplementary knowledge which comes from the search.

Last year a boy who was making a bibliography and writing a paper for me on some subject connected with the modern theatre told me that he thought he never should be able to read all his references because he found so many other articles, on subjects of such intense interest to him, in the bound volumes of old magazines that the days were not long enough in which to read them. Another lad, working on the same subject, said that while working out his bibliography he had made a list of ten or fifteen other subjects which had been suggested to him by the titles in the *Reader's Guide* and that he could hardly wait until his graduation so that he might have the time to make bibliographies and do research on all of them. If these boys had received too much assistance they would have been deprived of these pleasant sidelines which their investigations afforded.

There is one other service of the public library to the public school, which, though I mention it at no great length, is not of less importance. That is, surrounding the pupil, at times of quiet and in his hours of leisure reading, with books which are beautiful, books other than text books, grouped artis-

tically on a table or a shelf, to catch the eye and allure by their bright covers, pleasing titles, and illustrations. In this way they appeal to the pupil's finer aesthetic senses and inspire him with a love for the things that make for culture.

It seems to me that these are the offices which we, as teachers, have a right to expect from the public library—to make the pupil feel at home within its walls, to give him direct information on the fundamentals regarding the use of the library, to let him alone and not to assist him too much in his work there, and to surround him, as often as he goes to the library, with some cultural influences.

(Paper presented before the Indiana Library Association October 27, 1921.)

As each library has its own personality, the elusive something that makes the work constantly a thrilling adventure and seems to a librarian the significant factor in that particular library's success, perhaps you will not mind my recapitulating the main formulas of aim and program, and adding briefly the few concrete lesser rules for our library behavior.

1. Make the library of use and a necessity to the entire community—its individuals, its schools, and all its organizations for civic and social work, and to its industrial organizations so far as its resources can be stretched to meet their needs.

2. Gradually work toward a well-organized and standardized library technic. This is ultimately a necessity. It is second in importance and time only to the preceding rules.

3. Do not dissipate the energies that should go into library service by assuming outside work, however laudable that work is.

4. Make the personal service, the instant, cheerful attention at the desk, the real interest and care in reference help, the main idea in daily work.

5. Active membership of the librarian in the community clubs, and library and book talks before various groups are very help-

ful if not essential in getting the town and its library acquainted.

6. Keep a homelike atmosphere in the library. Make it a place where people like to come for quiet reading as well as for study; and make the only basis for the quietness courteous regard for others' pleasure and rights—no discipline except the discipline of good manner.

7. Cheerful, neat, well-ordered rooms, flowers, happy, unhurried service, are the daily watchwords.

Of course these rules of action mean that the librarian, if necessity arises, build a furnace fire, sweep a floor or introduce a president of the United if he come that way.

New York Libraries, August, 1921.

SPRING HOUSE CLEANING.

Much has been said at the district meetings this spring on the elimination of non-essentials. The very first place to begin is with the unused and unusable books.

We librarians pride ourselves on our housekeeping and on our business methods. Let's prove it. At house-cleaning time the thrifty housewife puts aside all things no longer used, giving some to charity organizations and putting others in the bonfire. No merchant keeps year after year an accumulation of unsalable goods which make his store look unpleasant and uninviting.

A library should be judged not by the number of books upon its shelves but by the use made of those books. Test your own library as to its real use. What percentage of your books are in actual circulation on the busiest day of the year? We at the Commission would be glad to learn the results of such a test.

I am wondering if in our homes we would tolerate an appearance of general disorder as is often shown in libraries by shelf after shelf of dirty, ragged books. You and I would not appear at the library in tatters and grime, so why keep books that should long since have been discarded? Books, like other things that are used, wear out in

time and should be replaced by new. At least they should be removed even though the shelves be empty. Nothing speaks more eloquently for a larger book appropriation for children's books than empty shelves.

How often have we heard, "This library never has anything new—always the same old things on the shelves." Are our new books lost on the shelves among a mess of old?

Books should be repaired at once. It is ruthless extravagance to put upon the shelves or to circulate, a book with a single loose page. Too often books are not sent to the bindery in time. It is a safe rule to do no mending, except the tipping in of a leaf, to any book that will be later sent to the bindery. Send as soon as repairs are needed. The work will be better done and last much longer. Buy popular and much used books in re-enforced binding.

At inventory time, it is an excellent plan to check up not only the whereabouts of books but also their physical condition and their future value to the library. If books have not been used during the year they may be removed to the basement, one step towards discarding. Shelves up-stairs should be kept for live material only.

And remember that the keeping of a book involves cost just as truly as the buying of a book. Do not retain a book unless you would be willing to spend money on it if you did not have it.

D. F. N.

THE TRUSTEE'S OPPORTUNITY IN THE COMMUNITY.

Mrs. Elizabeth Claypool Earl.

The intelligent life of the community comes to the library desk seeking help for education, occupation, recreation and inspiration. The sympathetic and intelligent interest with which he is met determines the friendship of the patron and the development of a better self. We want to fully realize that the Free Public Library is an integral part of education, and that there must be in every way, cordial co-operation with the school and the students.

* * *

One of the most important duties of education is the making of healthy, useful, happy and loyal Americans. Statistics tell us a large per cent of girls and boys leave school in the grades, the library is therefore the opportunity to "carry on" education. It is well to remember that we rise and fall with the masses, that the library is their university, the surest source of right thinking, and when one thinks right, one will live right. I honestly believe if the boys and girls do not learn to love the library, as a fountain of information while young, the reason can be generally charged up to faulty trustees, who have failed to understand their obligation to the taxpayer, and the real function of a public library.

We stand by and allow the most extravagant use of public moneys to take care of vice, and ask a mere pittance for prevention. America's need today, as I see it, is soul development. People who love God, people who think, people whose minds are filled with the great thoughts of the world, are not going to go very far afield when it comes to questions of social, economic or governmental problems, and the burden and responsibility of putting it over in the community lies with the library trustee.

This wonderfully democratic institution, the Free Public Library, where everybody shares alike, rich and poor, young and old, black and white, with no race, no creed, no class distinction has a marvelous opportunity to mold public opinion into right thinking. So, these are a few of the opportunities of a library trustee in the community:

To select the best location and workable plans to meet the needs of the community.

To employ the best of trained librarians, the very best is never too good.

To give the librarian enough assistants to work out her plans to develop the community.

To make the community realize the value and importance of the library.

To see that the library has ample support to "carry on" the needs of the community.

To make possible library extension work

so that all the people of your county have equal library advantages.

To keep the library interests free from politics.

* * *

Guided by correct information, an intelligent and sane public opinion develops and before public opinion the wrongs of the world will yield—whether they be political, social, or economic. This is the trustee's opportunity.

(Notes from a talk at the Franklin District Meeting.)

ONE-PURPOSE LIBRARY BUILDING.

Just as the trustees of the Free Library (Marlboro, New York) had concluded their successful campaign for funds for a new model building and their labors seemed at an end, they were beset by a subtle and powerful temptation in the form of a proposition urged by some of the most substantial business interests of the village, to apply the money to a building which would serve the double purpose of postoffice and library, the former to occupy the first floor and to pay a good rental which should go to augment the library's income. After careful consideration the proposition was rejected unanimously by the board. As the temptation is one that often presents itself under similar circumstances and—to the serious detriment of the library—has too often been yielded to, it may be well to give in full the sound and convincing statement issued by the trustees in their rejection of the plan:

From the start the hope and purpose of the officers and workers for the library has been to have (first) a home for the library as convenient, complete and serviceable as possible; and (second) a well-planned building, devoted to this one purpose, to stand among our village businesses as a mark of our valuation of a share in the centuries of thought and world civilization in which our village with its gossip and money-getting, is but the smallest part. We think that the meaning of the building would be lost, and the actual service it could give in

the circulation of books lessened, if we should now give up any part of the building, and specially the main floor, to any money-making enterprise. We know that some of the subscribers besides ourselves would object to having their money used in any way except that promised when the money was subscribed. We think the library requires the quiet and cleanliness that can be secured only in a one-purpose building. The plans that are being worked out under our direction will, we believe, serve the community best and, in the end, please by far the larger number of the subscribers to the fund.

New York Libraries, August, 1921.

LIBRARY BOARDS AND COMMITTEES.

Mrs. J. E. Baker, Secretary, Kendallville Public Library Board.

Library Boards are really self-governing bodies for although the State laws lay down certain rules as to the duties of the president and secretary and the conduct of the board in general, the number of members which should constitute a board and by whom these several members are to be appointed, yet the real manner in which these duties are to be performed is left with the different boards to plan and carry out as they best see fit. Most boards find that the most satisfactory way to divide up the work of overseeing the business of the library is by appointing committees.

Doubtless the by-laws of each board provide for the committees needed and specify the number of persons to serve on these committees and the work to be done by each of them.

I know of the committees of the Kendallville Library Board, because I happen to be a member of that board and hence will speak of it. Perhaps your experience may be such that you may be enabled to detect wherein our methods may be improved upon.

Our by-laws call for three special committees: A Finance Committee, a Book Com-

mittee, and a Committee on Building and Grounds.

The board as a whole constituted a general building committee to whom all the plans and specifications, both for the building and equipments, were submitted while our library building was being erected.

The president is ex-officio member of all committees and secretary ex-officio member of the Finance Committee.

The first of the standing committees, or that of Finance, certifies to the correctness of all bills and payrolls before their presentation to the board, requires a voucher accompanied by the itemized bill for all expenses, sees that the accounts are properly kept, and looks after the financial affairs of the board generally. It is required to prepare annual budgets of expenditures and recommend to the board at its annual meeting the rate of taxation that will be necessary to maintain the library for the ensuing year.

The second, or Book Committee, has general supervision of all matters pertaining to supplies, binding and the selection of books and periodicals, the members of the Book Committee can be of very great help to the librarian by taking note of the book reviews and observing the character of the new books as they are placed upon the market.

They should feel it their duty and their privilege to know the books which are already on the shelves of their library and be ever ready to assist the librarian in preparing book lists and orders for either books or periodicals.

To be able to do this, they must know the different authors and the sort of literature which these writers produce; they should acquaint themselves with the best places to purchase these books—because one of the problems of the board, either singly or collectively, is to know how best to use the funds.

Ofttimes the board finds the more expensive books are by far the cheaper, and the Book Committee should know and understand these circumstances and permit the librarian to act accordingly.

We have found it very helpful to have a person connected with the high school as a member of our Book Committee.

We generally are fortunate in having, as one of the members of our board, a member of our school faculty and with that member a connecting link is formed between the high school and the library and the books and other materials needed in high school work are made known to the librarian.

The third committee, or the Committee on Building and Grounds has supervision of all matters pertaining to the general care of the building and grounds; this includes lighting, arrangement of rooms, janitor service, insurance, etc.

Our Building Committee buys the coal and advises with the janitor about the care of both the building and the grounds.

The president is privileged to appoint such special committees as may be deemed necessary.

These committees all have their importance. It would be difficult to say which is of the most importance. Without the finance, we could have no library, without books, we could have no library and without a building the books and the finance would both be of little service to the people. So it seems that these three committees are almost essential to the welfare of a running library.

The one thing of great importance is really a problem for the president to solve and that problem is the choosing of the members of the several committees. He must know something of the likes and dislikes of his board, individually; he must know their business qualifications; he must know which of the members of the board are really interested in the needs of the reading public; he must know their ability along the lines of artistic decoration, and then be able to build up the personnel of his committees from the material furnished him by his county judge, his city council and his school board.

(Notes from a talk given at Columbia City District Meeting.)

LIBRARY CO-OPERATION WITH THE READING CIRCLE BOARD.

As a result of conference and correspondence with the members of the State Reading Circle Board of the State Teachers' Association concerning the need of better books in the Young Peoples' Reading Circle List, the Reading Circle Board have accepted the offer of the librarians to assist in the preparation of the list.

The suggestion that the Constitution of the Reading Circle Board be amended to include the appointment of a librarian as a member actually participating in the deliberations of the board did not meet with much favor. However, on motion of Miss Gail Calmerton, retiring president, a committee of three from the board was appointed to meet with a similar committee appointed by the Public Library Commission. These committees are not to come together, however, until just before the June meeting of the board, when the first tentative list of Reading Circle books is adopted.

In the meantime it was requested that the Librarians Committee obtain a tentative list of about 200 of the best titles for children of the five Reading Circle Groups. This list will be submitted by the secretary of the Reading Circle in April to the various publishers along with his usual letter notifying them of the June meeting and requesting the submission of titles which they wish considered for the Reading Circle. It is hoped that the suggested list may result in the presentation of some better titles than usual. Of course, there is no way of shutting out from competition other titles and the mediocre may be selected, but this is at least a step in the right direction.

The two committees will confer in advance of the meeting and the opinions and experience of the librarians may have an ultimate effect in the deliberations of the board itself. By this time the titles submitted by the publishers will be available for examination and criticism.

The members of the board subcommittee are Miss Gail Calmerton, Fort Wayne, chairman; Miss Mary Daily, Bloomington,

and John F. Haines, Indianapolis. The Library Committee appointed are Miss Carrie E. Scott, Indianapolis; Miss Ethel F. McCollough, Evansville, and Miss Della Frances Northey, Public Library Commission.

A HINT ON RURAL EXTENSION WORK.

(From "Parnassus on Wheels" by Christopher Morley.)

"It's no good writing down lists of books for farmers and compiling five-foot book shelves; *you've got to go out and visit the people yourself*—take the books to them, talk with teachers and bully the editors of country newspapers and farm magazines, and tell the children stories—and little by little you begin to get good books circulating in the veins of the nation. It's a great work, mind you."

(Reprint from Occurrent January, 1919.)

ALLEN COUNTY LIBRARY SERVICE.

Corinne A. Metz, County Librarian, Fort Wayne—Allen County Public Library.

The tax levy for county library service in Allen County was secured in the usual way—through a campaign among the taxpayers of the county, explaining to country residents the advantage of a county-wide book service and the economy and efficiency of a system which would be maintained in connection with an already-established city library in the county seat. Discouragements were met with, some disgruntled taxpayers were encountered, many misunderstandings had to be explained away, but, due primarily to the perseverance and faith of Miss Colerick and Miss Sturgis, and to the practical help rendered by the county school superintendent and a half dozen warm supporters of the library, the campaign was waged to a successful conclusion in the summer of 1920.

The Fort Wayne Public Library was at once thrown open to the public and in July,

1921, the first installment of the County Library Fund became available. In September, the county librarian arrived and work was begun without delay. Previous to this time the nucleus of a special county collection had been purchased under the direction of Miss Colerick and the head of the juvenile department, so little time was lost in providing the much-talked-of Library Service for the county.

The first task I encountered was the preparation of an exhibit for the County Fair to be held at Huntertown in September. This seemed the psychological time to bring home to the county people in general a realization of what book service might mean to them, and the form that the exhibit took was largely determined by this need of demonstrating our service. Huntertown was to be one of our branch towns, so we hurried through the preparation of the initial book collection for the Huntertown Branch and arranged the exhibit to represent a branch library, with chairs, reading table, book shelves and posters, and the books themselves. It made a rather attractive exhibit and although I cannot honestly say that the crowd clamored for admittance to our booth, or showed signs of breathless interest, we felt well repaid for the time and effort we had expended. Only a week ago one of our Deposit custodians told me of one of her patrons who said he "began at the Huntertown Fair and had been using the County Library ever since!"

At our fair exhibit we had displayed a large county map, indicating, with colored pins, the probable location of the county stations. Our next step was to determine more accurately where these Deposits were to be placed. Having no knowledge of the county, except what I had been able to secure through the study of a good road map, the census report and some literature issued by the local Chamber of Commerce, we decided that we needed to make a first-hand survey of Allen County. We did this early in October, starting out each morning on what the rest of the staff, with unseemly levity, referred to as a "joy ride round the

county," and returning each evening, dusty, tired and hungry, but interested enough to feel compensated for all discomforts. Allen County's twenty townships comprise considerable territory and it took us a full week to "cover" the county. We visited every town and village and cross-roads store, talked with many people and explained (until I knew my little piece by heart!), just what a Deposit library would mean to a neighborhood, how little trouble it would be, how much pleasure it would bring. We met with hearty co-operation everywhere, only one person—a woman—refusing to permit us to place books in her store. In that same community, however; two women offered their homes to house the library, so we were not disheartened by this lack of public spirit.

As a result of our survey we concluded that at least four branch libraries would be needed and that from 20 to 25 Deposit stations would be required to serve the 27,000 people of Allen County, living outside the county seat. The logical place to begin was with the largest centers, but here we encountered the usual difficulty—the lack of a suitable place to house the library. Rooms or buildings which would serve acceptably as reading rooms and libraries had been found equally desirable for pool rooms and post offices. Moreover, I have always felt that the community is more interested in a room secured through its own initiative and that the more the individual town does toward providing a place and the wherewithal to equip it, the more enthusiasm is engendered for the library itself. We did not urge but we did encourage our larger towns to supply as much in the way of building and equipment as they could afford, explaining that our only desire was to stretch the county fund to the uttermost and that the more the community would provide, the more money would be released for the purchase of books and magazines.

The "suitable place" took time to find, but the last of the four branches was established January 3, in a two-room building of its own, papered, painted, linoleumed, and shelved from the County Fund, but with

the understanding that this money would be refunded as soon as raised by the community. "We want books," they explained when this decision was made known. "If the county will provide books and service, we will do the rest."

We pay our branch custodians such huge salaries that I mention them with bated breath—ten dollars a month!—but we shall pay more as time goes on and as their work and their efficiency increase. The branches are open three hours a day, alternate afternoons and evenings, and although no one of them is working under ideal conditions, each is doing well, and a good start has been made. Our first meeting of Branch custodians was held in the Central Library, February 22. We had luncheon together and spent two hours thereafter discussing common problems and defining "service to the community." The expense of the meeting was borne by the County Fund and we plan to meet quite frequently, visiting each county branch in turn. Our largest branch is in a town of 1,500, our smallest in a town of 500, but the latter is a somewhat isolated community and serves an entire township most effectively.

Before all of our county branches were established our Deposit collections were sent out, 21 in all, containing 50 or 100 volumes each, according to the size of the communities. The larger Deposit Stations may later develop into branches, but we thought it better to start in a small way than to aspire to branchhood at the very beginning. It is rather surprising to discover that the largest reading community is not always the town with the largest population.

We have begun with "fixed collections," sending to each community readable, interesting books on all general subjects, with some standards as well as late fiction, and a few books for children. As rapidly as we discover the tastes and the needs of the various communities we shall "un-fix" these collections, though we shall doubtless continue to try out on our patrons some of the books which they have not requested but which they may really want. People

who have been without libraries, often do not know what to ask for and a taste has to be created as well as supplied.

May I, right here, differentiate clearly between a "branch" and a "deposit station?" It seems to me that the A. L. A. definition, slightly modified, may very well apply here, since a county branch differs from a city branch only in being located in the country. "A branch library" then, "is an auxiliary library, complete in itself, occupying a separate building or housed in one or more rooms, and administered as an integral part of the library system." "A deposit collection consists of a small collection of books sent to a store, school, factory, etc. The collection is frequently changed and is in charge of an assistant from the central library or a volunteer worker." My chief quarrel with California County library reports is that they label everything a "branch" from the merest school station to their real branch libraries. It makes comparison difficult and often gives a wrong impression of the work done.

Our Deposit stations are in general stores and post offices; in a few cases, private homes; in one community, where no other location is available, in a school. They are in charge of volunteer workers who recognize this as a form of public service rendered to the community, making possible the distribution of books in their neighborhood. We, in turn, have reduced their work to a minimum, using registers instead of application cards, supplying all trays, stamps, etc., and requiring only date and name of borrower on the book cards kept in the station when the books themselves are in circulation. The books are sent and returned by truck and an invoice sheet is sent with each shipment. A duplicate is checked, signed and returned to headquarters as a receipt. Statistics are taken from the book cards when the books are returned to headquarters.

One of the earliest conclusions reached was that a book auto would not provide the service needed, but that a runabout for quick service was an absolute essential. Ever since I have been in county library

work I have had a dream of being able, some time, to direct the work of the county stations at close range. Nearly every county librarian I know has felt this need keenly—the necessity of getting out into the county frequently, of spending more time with those who are making it possible to serve the county people, and with county patrons themselves. My dream has at last been realized. In Allen County we are “getting out,” the stations are being made to feel that they are a very real part of the library system and county branches are as closely linked up with the Central Library as are our city branches. Our Ford coupé has made all this possible and it seems to me that in most county systems in the more thickly settled eastern and middle western states, the book auto, in spite of its advertising value, could well be dispensed with in favor of a practical small car. We may, some day, have a “book wagon,” but if so, it will “piece out,” not supplant, the work of the stations.

With our County Stations running smoothly and effectively we felt reasonably sure that the majority of our adult residents were being reached by (or at least subjected to!) books, but our service to the children and to our rural schools was less effective. Our county school collection, containing many duplicates of the best books for schoolroom libraries, seemed a necessary link in the chain and at the first County Teachers' Institute this collection was introduced to the teachers, and our wares were advertised. A letter written by the county librarian, but issued from the county superintendent's office, called attention again to the fact that any teacher teaching in Allen County might secure a schoolroom library for use in her school. About one-third of the teachers have taken advantage of this opportunity to provide books for their pupils and next year we expect to “concentrate” on the school problem, feeling that we have made only a small beginning thus far. Our high schools, for instance, will require a special type of service. Most of these have few tools and are in need not only of reference books but of the help that trained workers can give

in the way of classifying and making available for use the books they do possess.

One other kind of service we provide and this is not the least important one—we send by parcel post, free of charge, any book requested by any county borrower.

In library work with people living in the country, frequently unused to public library service, one of the most important things we have to remember is that “red tape” must be eliminated. System and order we must have, of course, but if our ideal of service is to provide the man who wants a book with the book he wants *when* he wants it, we may have to forget many less important things. Do not make even the necessary routine of charging books too obtrusive. Loan as many books at a time as you can persuade people to want and for as long a time as you can persuade others to spare them. Reserve any book in the system and mail to your borrower as soon as it is available. Empty shelves are your best argument for increased funds! Above all, in your work with country people who know much more than you do about crops and stock and—everything, perhaps, except books—be human. You can not persuade people to read books they do not want to read but you *can* help them to know what they want and to supply this want when you have discovered it.

My ideal county librarian represents a rather fine type of the species. In addition to having the usual qualifications for any executive position—a college education, professional training, a knowledge of books—I think county librarians, especially, need a broad vision, a large fund of common sense, and, most of all, sympathy.

TAKING THE LIBRARY TO THE RURAL COMMUNITY: THE BOARD MEMBER'S TASK.

Permella Boyd, Scott County Library.

With all the varied interests that this world presents today there are two subjects that to me are vitally interesting. One is, the Public Library and all its activities, the

other, the life and problems of the rural community.

I am interested in rural life because my home is there, my sympathies and understanding go out to rural people and their problems, and as a community worker I know their needs. Yet I was born into a world of good books and have been trained to love and use them—therefore, it is gratifying to know there is a way in which these interests may be brought together and made mutually helpful. Take the library to the rural community—secure for the library the grateful, loyal support of rural readers—I am glad to have at least a small part in bringing this about.

The longer I serve as a trustee of a public library, and the more I study library development, the more firmly I am convinced that the future growth and usefulness of our libraries depends very largely upon the success of their extension departments.

Can any library fulfill its real mission as an educational factor in a community, as a cultural agent, as a moulder of public thought and opinion and have hungry readers near its borders? No, it is time to take the library to everyone who needs education, who appreciates culture and whose future is a matter of civic importance. To do this we must look beyond one town or township and take the library to the farthest rural district. Its influence must permeate every section if the library is to fulfill its high purposes. The boy problem, the girl problem will be largely solved when the public library performs its full duty—when it places the greatest number of good books before the greatest number of people in the shortest time. When it keeps good reading material before girls and boys until a thirst for good reading is not only created but until that thirst is abundantly satisfied.

If then, the task of taking the library to the rural community is important, how shall it be done? Who shall do it?

This responsibility is upon the trustees of public libraries. Upon the trustees more than anyone else depends the success of this movement. Shall we meet it?

What can we do? We can do many

things if we will. In the first place, trustees can:

1. Select for the director of extension work one who is not only a well-trained, tactful librarian, but also one who understands rural conditions and is willing to minister to the needs. Do not burden the overworked librarian with this service, it is important enough for a special head. But of course the librarian will direct and co-operate.

2. Make generous provision in the budget for extension work and conveyance.

3. Act as publicity agents. Trustees of county libraries are from all sections of the county and have opportunity for knowing rural problems. Make suggestions to librarian and director. There must be the closest co-operation if plans materialize.

4. Talk up the library upon every occasion—farmers' meetings, clubs, conventions, and schools.

5. Help make the survey—assist in localizing rural stations. Trustees can be very helpful in making surveys for rural service. The success of the stations depends largely upon a complete and accurate survey. Of course, the library is taken to the rural districts by means of parcel post, teachers' cards, special collections, but the most satisfactory method is the branches or stations. Your own rural condition will determine the number of your stations.

6. Familiarize yourself with books in the library, so you will know them if called upon. Do you know?

7. Visit the stations and see for yourself the kinds of books selected.

In packing boxes for stations, the director must remember that if she wants extension work to prosper she must not send all of her old books, tattered books, out-of-date books and magazines. Don't worry if books do come back with bindings soiled from packing. If you cannot afford several copies of new books, be sure to include in every box: Late fiction, both adult and juvenile; clean, attractive books; books that discuss the questions that interest the station community. There is not anything that disheartens a station-keeper quicker than to

feel that the librarian is sending shop-worn goods to the district and keeping the best, new attractive books in the library. There should be no idle books on the library shelves.

How many librarians have heard a little tot say, when returning a book, "Ma wants a *good* book. She don't like this one—she wants a *good* book." Country mothers cannot return books as quickly and she is worthy of the best books. The extension worker will find intelligent, appreciative, well-trained readers in rural districts. She must provide for them in proper book selection. An incident in one of our rural stations illustrates good selection. The librarian knew that several cases of typhoid had occurred. She sent Francis Campbell's "Home Nursing." The station keeper was greatly interested in sending the book to every family, asking them to read it. Great interest was shown and a class in practical nursing is to be organized. Worth while?

Scott County is a small county—one of the smallest in the state. We maintain ten stations—seven in private homes, two in stores, and one in a school. We do not find stations in schools as satisfactory as in homes or stores, because schools are closed too long during the summer, and most of our district schools have good libraries.

If your rural needs determine the number of stations, the size of your budget will determine the amount you can afford to pay your station keepers. If all libraries had great budgets and unlimited funds like, say, Gary or Evansville, the task of taking the library to rural communities would be much easier. Many of us work with libraries whose funds are limited but whose aspirations are boundless. Our service therefore must be given freely, fully and generously. Our reward will be the attainment of a great task unselfishly performed.

Difficulties? Yes, many of them, which may seem unsurmountable. Just one thing to do if you are in earnest—go through, go around, go over those difficulties but go ahead. Then, fellow trustees, if you are a man or woman of vision, if you love your

fellow men, if you would have a great part in the making of good citizens—which the world so sorely needs—take the library to the rural communities, and know the joy and gratification that comes only to those who perform a worthy service worthily.

(Talk given at November, 1921, Meeting of Indiana Library Trustees Association.)

QUALIFICATIONS OF THE LIBRARIAN.

Jessie Markland, Secretary, Rockport Public Library Board.

In thinking over the qualifications of the librarian, there can be no doubt that one essential thing is her knowledge of books and authors. These are her tools, her stock in trade, and without them she is helpless and we might say hopeless.

How long would a merchant be successful who wasn't familiar in every detail with everything about his store?

How long could an engineer run his engine unless he knew all about the workings and the parts to the minutest item?

How much of a success would an architect be unless he had a thorough knowledge of all that goes with that trade?

How important it is then in the profession of books, which is the librarian's profession, that she should know all about them and their authors. The many calls and the various kinds of calls necessitate this knowledge being very wide and thorough.

The demands for books, ranging from fairy tales for the wee youngster just beginning to read, to the choice of the oldest patrons must be met and all given the same kind of attention and assistance.

The librarian must not only know who are the historians, the biographers, the novelists, the poets and all authors of both the present and the past, but she must be familiar enough with them to guide the readers and to help them in their selection.

Because of the wide and varied taste of individuals her knowledge should be wide and varied. And in having this knowledge

there are wonderful opportunities of helping the reader to a fuller and better understanding of real literature.

If one reader prefers only stories of adventure, let her know her tools well enough that she may have him read only the best. Let her know her tools well enough that from mere *stories* of adventure she may guide him to a liking of the lives of some of the world's great men, whose lives are fuller of adventure and more thrilling than fiction.

If another reader prefers only poetry let her know her tools so well that his taste may be so guided that he will only wish to read the best.

And the same way in all branches of literature. The librarian should have such a knowledge and such an insight, that she could give all her patrons some of the same knowledge and insight and thus a higher and broader standard of good books.

And it is here that another important qualification of the librarian enters, and that is personality. Personality is a word of broad meaning and one that is often overworked. But nevertheless it is a quality that enters very largely into the success of any individual in any profession.

Being in a way a leader and a guide for the public, it is essential that she have a *pleasing* personality—that she have the power of making friends. With all the knowledge of the world's best books and the world's best authors at her command without this characteristic she could not be a success.

She should be a good mixer and yet have plenty of dignity. She should have tact, which I think a cardinal virtue. She should be resourceful and have a certain amount of initiative yet not be unwilling to take suggestions. And with all this she should have, in the vernacular of the day, "plenty of pep."

And that brings us to another qualification without which no one can be expected to have—"plenty of pep." I mean—good health.

While library work to a lover of litera-

ture and a lover of people, is pleasant and agreeable, yet there is a certain amount of drudgery attached, which with the strain of filling a public place and of pleasing an oftentimes critical public, must need an individual of good health. For without good health one can't be expected to have "pep" or even industry.

The library should be a popular place, a place where good cheer and good feeling radiate, where people like to go to read and to borrow books and where there is an atmosphere of good fellowship and high standards.

The librarian should be public spirited. She should enter whole heartedly into all the community interests. She should use her position and her knowledge to the best advantage of the public which she is serving.

In my home town we are the proud possessors of a beautiful Carnegie Library and we feel that we are deriving much benefit from it. We have had many ups and downs, first to get the necessary tax levy and then an agreeable advisory board, and then to agree on a suitable site for the building. Over the latter we had a bitter fight and much difference of opinion. However, it has been settled and nearly everyone has buried the hatchet and peace reigns.

But the point I wish to make is that I have always thought that our librarian at that time had more to do with making things go and patching up the peace than any other individual. Because of her pleasing personality, her tact, her good nature, her unbounding enthusiasm, her unfailing energy, and her community spirit she made the library a popular place in spite of its initial handicap. And while to our everlasting regret she was stricken with disease and never lived to enjoy the new building, yet her influence still lives in the community.

This is the age of efficiency, and efficiency means preparation. So the librarian should prepare herself to the best of her ability for her work. The work should not be looked on as a make-shift or a step to something else, but should be given the

thought and the training and the careful preparation that is required of other professions.

Often boards make the mistake of hiring someone unqualified because she is willing to work for a small salary. This is not economy and is an injustice to the people whom the library is to serve.

I know of a town where the librarian is past 75. She had no training whatever for the position, but was given it because she needed the small salary paid and because the board felt sorry for her. The library ranks high as to its collection of books, but these are selected by the board and not the librarian. Some members of the board wish to retire her but others think she should be retained because it is light work she can do.

It seems to that no board has a right to so use public funds that the public does not get the best value possible for the expenditure of the money. And the sooner training and efficiency are required of all librarians, the more benefit will the libraries be to the community.

In my opinion the librarian has as much influence in the training and cultivation of the minds of the children as the teacher in the public schools and we know no school board would think of hiring a teacher who lacked the required preparation for her work.

So summing it up with perhaps other qualifications I have omitted, I would say that the librarian should know authors, and their books, should love good literature, should have good health, should be industrious, public spirited and efficient and have a pleasing, forceful personality.

In no other way can the libraries of the land fulfill the great work that Andrew Carnegie must have visioned when he placed such wonderful facilities within the reach of the American people.

(Talk before 1921 meeting of I. L. T. A.)

TRAVEL BOOKS FOR CHILDREN.

Jean L. Sexton, Traveling Library Department.

We have all become familiar with Emilie Poulsson's apt and poetic version of the value of books. ". . . Books are gates to lands of pleasure." To no class of books does this apply more definitely than to books of travel. Fairy tales and legends lead the child into the land of elves and goblins, princes and princesses. Biography lays before him the struggles and achievements of the truly great, and awakens in him a knowledge and admiration of the fundamental qualities of success and right living. But it is the book of travel which is literally a gate to lands of wonder and pleasure. Through travel books the child learns the fascinating story of the people who live in other lands, having such different lives and customs.

Good travel books for children are not as plentiful as we could wish. The knowledge is usually poorly covered with a slight story as a disguise, so that the book is neither fiction nor travel. Miss Olcott says: "The best travel books are not intended as such. They are stories of local color and fine descriptions of natural scenery, customs, and manners. The authors of the stories knew their localities and people well, and were so unconsciously full of their subjects that they imbued their tales with atmosphere not to be found in ordinary books of travel."

Travel books for children may be roughly divided into three groups. First we have the series which are definitely concerned with manners and customs, a slight story, and a dash of history and scenery. Then we have the series which are more devoted to facts, and which usually go by the uninteresting name of "geography readers." There remains the individual book, independent of a series.

One of the most popular series is "Little People Everywhere." (Little.) An interesting description of the school and home life, pleasures and holidays of "Collette in France" or "Kathleen in Ireland" gives the child an excellent picture of the country, while he will be delighted with the story. The books are attractively bound, with good print and illustrations from photographs.

Another series in which the story element is strong enough to make a good tale and yet not detract from the travel and historical side is the "Little Schoolmate Series" (Dutton), edited by Florence Converse. The books do not suggest a series since each has a different author and a distinctive title. They have been written by people with a wide knowledge of the country described, since the authors are either native to the country or have lived there. Miss Converse wishes the series to give an unconscious aid to Americanization by implanting in the minds of young Americans a knowledge and respect for the customs of the older countries from which our ancestors came. History, manners and customs, are interwoven with a charming story. Some of the most familiar titles are Gaines' "Treasure Flower," Green's "Laird of Glentyre" and Colum's "A Boy in Eirinn."

Perhaps the best known series is the "Twin Series" (Houghton), by Lucy Fitch Perkins. From the "Dutch Twins Primer" the books are designed to meet the needs of the different grades from one to seven. The Twins are always a lovable, mischievous pair whose adventures at fairs, feast days and national fêtes delight the heart of any normal child, while the events of their every day life prove equally entertaining. These books give a background and fundamental knowledge which will prove helpful when a later and more serious study of manners and customs is undertaken. Mrs. Perkins' drawings are full of life and humor.

A combination of autobiography and travel is found in the series "Children of Other Lands." (Lothrop.) Each volume is written by a person who lived the foreign child life of which he writes. The make-up of the books does not suggest a series, but

the titles assure us of the relationship of the five girls and ten boys in the series. Written in the first person, each book takes the child into the home of the narrator and together they enjoy the family life, amusements and traditions of a strange land. Yan Phou Lee's "When I Was a Boy in China" gives a picture of life in that unique land which is equalled in novelty by Holmfridur Arnadottir's "When I Was a Girl in Iceland." Illustrations from photographs add to the interest aroused by the usual scenes and events which make up the life of these children of other countries.

There is a series of some forty volumes which has become a bit out of date. "The Little Cousin Series" (Page), describes the home life of the "Little Cousins" in a story which also gives the customs of the various peoples. The pictures are poor and detract from the interest of the books. Children like the stories, but find other series more interesting. A good series but not the best.

For boys and girls who have gotten beyond the combination of fiction and travel we have the more serious and informational series, "Peeps at Many Lands." (Macmillan.) More emphasis is laid on the historical, geographical, and legendary side of the country. Children in the upper grades enjoy this form of supplementary reading. The colored illustrations arouse the curiosity and a desire to read about the strange and brilliant scenes. A shorter companion series is "Peeps at Great Cities." (Macmillan.)

From the book which is both inspirational and informative we come to the book in which a plain statement of existing facts is the main purpose. Among the many geographical readers some can be taken as typical of the best.

Tolman's "Around the World" (Silver), is a five volume series for the lower grades. In "The World and Its People" we find seven volumes of interesting travel, history and geography. The clear print and good pictures help to make it an attractive supplementary text, while chapters on bird life, wild animal hunting, and savage tribes give promise of entertaining reading. Allen's

"Geographical and Industrial Studies" (Am. Bk. Co.), and the Carpenter readers are of the highest type of geography readers. *Home Life in All Lands* (Lippincott), a three-volume series by Morris, departs from the usual arrangement of material. Volume one, "How the World Lives," gives the ordinary life of strange peoples. Volumes two tells the manners and customs of uncivilized peoples. Volume three, "Animal Friends and Helpers," has sketches of animals not familiar to us and not seen outside of the circus or the zoo.

There are some travel books which are not in a series, and which boys and girls enjoy for the spirit of adventure which they contain. Franck's "Working My Way Around the World" will appeal to the boy with the roving spirit. He will delight in knocking about the world with Franck, who saw things and places which many fail to see. Older boys will explore unknown Labrador with Dillon Wallace in his "Lure of the Labrador Wild." Those who have read Tomlinson's historical stories will find in his "Places Young Americans Want to Know," information which will make his fiction seem more like reality. He describes places in our country notable for their scenic beauty, history, or geography. That subject of never failing interest to lovers of nature, our national parks, has been well treated in Yard's "Top of the Continent; a Cheerful Journey Through Our National Parks." The illustrations are excellent. New England, with its wealth of American history and legends, is described in Clifton Johnson's "New England; a Human Interest Geographical Reader." Mr. Dana has edited a little book on the old New England customs, "A Day in a Colonial Home."

For younger children we have "Travel Stories," a collection of the best short travel stories which have appeared in the St. Nicholas magazine. Perdue's "Child Life in Other Lands," and Smith's "Eskimo Stories" are good readers. Wades' "Twin Travelers in Indiana" gives in story form the adventures of Joe and Lucy on their trip through India. The style is stilted, but the descriptions are true to the life and customs. Lucy

and Joe also travel in the Holy Land and in South America, but though the books are about the same characters they are in no series.

Of all forms of supplementary reading travel books offer the farthest vision. The child, aided by a book and his imagination, sees lands and peoples whom he may never see in the flesh. A good travel book should be a magic carpet which will spirit the reader far away, to India, for example, there to tread the dusty highways with Kim, "the little friend of all the world."

THE LOCAL LIBRARY—A CENTER FOR HISTORICAL MATERIAL.

Wm. J. Hamilton.

With members of the Historical Commission, I have been squabbling amicably for several months concerning the function of the public library as a museum of local history. Mr. Lindley is even now squirming uneasily lest I say something which as a historian he would consider unorthodox. Fortunately, however, the terms "Historical Material" and "The Local Library" offer plenty of opportunity for agreement as to the fundamentals.

In the first place, let me state that I doubt whether there is a library in the state, large or small, which has thoroughly combed the community for the local history collection that should be the joy of every librarian's heart. Sometimes I wonder whether I have missed my avocation and whether somewhere I should not be in charge of a state historical library. It may not be as broad, and alas it is not as remunerative as public library work, but how keenly fascinating the opportunities such work presents.

In every county in Indiana, in every town and township, there should be some individual or some organization who would take the responsibility of gathering every possible shred of information concerning the life of the community. This in its turn means information regarding the individual lives in the community. I am especially interested in the plans of the Historical Com-

mission to develop the local county historical society, and to survey the county fields, in each case stressing the need of committeemen and committeewomen responsible for information concerning the individual townships. Every hamlet in the township ought to have its share in the work, and every ward of the cities should have committeemen. Isn't it important that early Irvington, early Broad Ripple, early South Side, early "North of Fall Creek" be represented in the history of our capital city? In planning for the future, don't forget the city "neighborhood." And when this material is gathered and while it is being gathered, there is only one place where it can be made usable and that is the local public library or the library at the county seat, or the metropolis. There are only three counties in the state which have no public libraries, Crawford, DuBois and Pike, and there is a phase of the community life which we commend friends present from these counties to make into history as quickly as possible. The Public Library Commission is constantly urging and we hope that you will go home and urge on the library boards and librarians their crucial responsibility. If need be, brow-beat and shame them into making adequate provisions for caring for and making usable whatever you can collect in the way of manuscript, or printed matter, map, chart, or picture—unframed.

Please mark that last word and this is where I fear I disagree with Mr. Lindley. Our libraries are libraries and the function of the library may not be confused with the function of the historical museum without serious loss to the community, in efficiency of that service which is its primary object of existence—the use of books and the stimulation of reading. The library building is not the place for great grandmother's wedding gown, for the crayon portrait of 1870 (did you ever live with one), for the stuffed remains of the last deer shot in the township (usually moth-eaten and careening at a dangerous angle), nor even for the spinning wheel unless there is lots of room for it in the main reading room.

Of the use of the library assembly room as a museum to the exclusion and hampering of its original purpose, I thoroughly disapprove.

But such a wealth of historical material there is, the preservation of which we can all agree is a legitimate function of the public library, and which you should not permit it to neglect, if you have done your part in getting said library an appropriation adequate for strong service in the community. Such an appropriation means not only money for the heat and light and janitor service, but for the books and magazines which are its stock in trade, and most important of all for the librarian who must act as the human power plant for the institution. The county seat community which is content to be served by the immature girl or the unequipped woman who will work for \$25 or \$30 or \$40 per month need expect neither efficiency nor even much interest.

The first requisite in any library collection is the file of the local newspapers and yet I am constantly shocked at finding in sizeable libraries that the local newspaper is not bound for preservation, in some it is not even subscribed for. "Why, everyone has it in their homes!" it is your place as well as mine, if any library board says that, to emit a blood curdling and fear inspiring war whoop, the more ferocious it is, the better. "Today it is in all the homes, yes, but what of tomorrow and the local historian who needs today's paper." See that your library keeps files of both papers in the town and that the board gets money enough to bind them both. If your library is located at the county seat, then its responsibilities are broader yet, and it should have a file of every newspaper printed in the county, just as the city library should have a file of all the neighborhood weeklies. The State Library can subscribe for few besides a single county paper, and the minor community records are gone unless they are preserved in the county. I hope it will only be a few years before most of our counties are supporting libraries so that such broader collections as we desire are not a burden borne by the town residents alone.

But I see that I will have serious difficulty keeping outside the fence built for Miss McNitt around "Kinds of material to be preserved" unless I turn to a discussion of how you can help your local library with suggestions. After you have established those newspaper files and the local branch of the historical society has had special shelving built for them (the bound volumes should lie flat on their sides and not more than two volumes should be placed on a shelf), see that the library has a vertical file for pictures and pamphlets. One drawer of this should be sacred to local history, and a special day of rejoicing should be celebrated when that drawer is so packed that a second will have to be dedicated to the overflow. Alas, in many of our libraries that day is far distant.

Endow your library with a small sum (\$500 will bring in \$25 a year) to be used for the purchase of material on Indiana and local history. Muncie Public Library has just such a fund. Perhaps it will be wise to caution the librarian to supervise the use of local history material with great care. Often books can not be replaced, while newspaper files and pamphlet directories are almost priceless. Yet items will be clipped out of the newspaper volumes and pamphlets will walk away, so that eulogies of Grandmother Perkins, and accounts of the good work done by the Grange when Uncle John was Master, may remain in the family which cared not a fig for preserving the item when it originally appeared.

And then having imbued the librarian and the library board with the importance and fascination of gathering and preserving everything they can lay their hands on, do not turn back to your annual dinners as an end in themselves. By the way, do you see that a free dinner goes to some local stenographer in return for taking notes from the reminiscences that flow so freely, and does the library get those typewritten notes? Also the papers cannot be lost permanently if a duplicate is made and sent to the State Library.

Keep the historical society on the hunt for

new sources of local information. No library is too small, too new, or too poor to have a local history collection if you will give it your vigilant assistance. Publicity, *Publicity*, PUBLICITY, that's all that is needed. Recently a good friend of mine, the librarian of the Minnesota Historical Society, delivered a rattling good talk entitled "Beating the Junk-man to it." I commend that for a slogan. See that there is no one in your town or your community that does not know of the library's local history collection. Publish every month for the next year an article on what the library aims to collect. January's article may miss the eye of the housewife, but the one in March or October may catch her just before she starts in an attic house-cleaning which may yield many a treasure for the collection. One treasure from each attic, one letter or pamphlet or program from the pigeon holes of each old desk or secretary in town would form a splendid nucleus for your collection.

And the materials, the treasures, are here now, this month, which will be gone in January; March will see papers and photographs in trash heap flames which April publicity will not reach. The scrap book and memory books of *this* generation as well as of former, have material that *will* be useful. My ideal would be a collection which should contain every shred of matter ever printed within the community. The material printed about a community outside its confines will be comparatively easy to assemble. As with newspapers, so with pamphlets and programs and handbills—do not scorn any such fugitive and ephemeral material because it is common today. It is the librarian's place and opportunity to soften the lament of the historian of the future, "Where are the snows of yesteryear?"

The librarian *and* the historical society should get in touch with every printing office in the county and act as a depository for files of every sort. I use "*and*" advisedly, for there are newspapers in the state which regard the public library as a field for exploitation and which refuse to publish any statement coming from the li-

brary except as *paid* advertising. Almost every home also has some contribution to offer in the shape of school commencement programs, manuscript diaries, scrapbooks, church calendars, early numbers of ill-fated local magazines, stray copies of old newspapers, written genealogies, and family letters of long ago. Letters of general interest of today such as those from across the water are equally interesting, but the librarian must be on the watch for the letters which have lost their immediate personal interest to the recipient, but which still have a community or historical interest such as letters written home by members of the legislature at earlier sessions and later ones too.

Besides the printers and the homes keep your librarian in touch with the school boards, with the clergymen, with *all* the societies and officials in the town or township or county. It sounds like a platitude, doesn't it? Yet how complete a file of school commencement programs, of church membership lists, or church calendars, is in your library? Does your school have essays on family reminiscences, and do all the papers written get to the library? What happens to the old secretary's books, the minutes and membership records, of the Christian Endeavor Society or of the Sunday School, the minutes of the church clerk? Some are kept but how very many are first discarded and then destroyed because "Nobody will ever need this, and you can't expect the secretary (or the secretary's wife) to provide storage space for half a dozen musty old ledgers." I realize that I have clambered over Miss McNitt's fence again, but I will scurry out again, merely calling back over my shoulder an admonition about posters and show bills, and announcements, whether local talent or merely local presentation.

"The ideal librarian is she who 'adopts her community as her native place' who participates in its present and reveres its past." But you must work with her, inspire her as well as assist her. The material is in the community if you but use vigilance in making the wants known. Then have it

attractively and useably arranged and keep interested in its growth the people who care for such material. Once it is well started if new additions are properly advertised, similar gifts will constantly be made by other families, and institutions and interests who "did not know the library cared for things of this sort."

As Mrs. Rabb says of her column in the Star, "The column's nothing but an iron pot. Just keep a fire under it and keep stirring it with a stick (or a quill) and the ingredients pour themselves in." Get your quill and use the library as the iron pot, but start your fire, right now.

(Paper presented at the Third Annual Conference on Indiana history, December 10, 1921.)

POSTER HELPS FOR LIBRARIANS.

To the Librarian:

So much good library publicity has come out of the observation of Children's Book Week that many librarians will welcome enthusiastically the opportunities which are offered in 1922 for further co-operation with booksellers and publishers. The "Calendar for Booksellers" for the first six months of 1922 comprises many special features which librarians will be glad to emphasize.

The features for February to June are as follows:

February—"America's Making told in Books."

March—"Find it in Books," with special emphasis on useful books for business and useful books for the home.

April—"Religious Book Week," April 2-8. "Back to Nature" books are also to be emphasized.

May—Books as graduation gifts and rewards for school children.

June—Books for vacation reading and books for wedding presents.

The calendar from which I have quoted is printed in a bulletin entitled "Year-Round Bookselling News," issued by the National Association of Book Publishers, 334 Fifth Ave., New York. Copies of the Bulletin

and single copies of some of the posters which are being issued will be sent to libraries on request. The "News" will be found unusually stimulating and suggestive.

The American Library Association is planning to issue reading lists of books on business and books for the home especially for use in March and perhaps a reading course on Sunday Schools for use in April.

Yours very truly,

CARL H. MILAM, Secretary.
American Library Association.

INDIANAPOLIS LIBRARY CLUB.

The January and annual meeting of the Indianapolis Library Club was held in the Indiana State Library. About seventy-five members were present. After hearing reports of officers and chairmen of committees on the work of the past year, the report of the Nominating Committee was adopted, electing Charles E. Rush, president, Miss Mayme C. Snipes, vice-president, and Miss Jessie Boswell, secretary-treasurer.

Mr. Demarchus C. Brown gave a short talk on the State Library and its development, winding up with humorous references to members of the staff. The guests were then divided into five parties, each named and led by guides costumed for the part. A mock Tour of the World showed the parties all the library activities of the state from "Governor's Island" (the Executive Office), the Museum, appropriately named the "Dark Continent" (the key would not fit and it remained dark), the Legislative Reference Bureau ("Bill Draft's Cave"), the Law Library ("Law Village"), the Public Library Commission ("Land of the Rising Sun") and back thru "Ellis Island" to the State Library where refreshments were served.

SCHOOL LIBRARY NOTES.

The School Department of the Public Library Commission has been invited to assist the General Education Board together with

the Committee appointed as a result of legislation last year in the educational survey of the state which is now in progress. A study of the high school libraries of two or three counties will be made.

Visits have been made by the Supervisor of School Libraries to the following high school libraries: Ambia, Crown Point, Dupont, Evansville (Francis Joseph Reitz), Fort Wayne, Freeland Park, Hammond, Hanover, Knox, Madison, North Judson, North Madison, North Manchester, North Vernon, Ryker's Ridge, Terre Haute and Whiting. She has made a survey of school library conditions in Benton County and has assisted Mrs. Hay, the librarian of Fowler-Benton County Public Library, in the organization of the high school libraries at Fowler, Gilboa, Pine, Raub, and Wadena.

The organization of the school libraries at Moores Hill and Lawrenceburg has also been completed.

In April a survey of Jefferson County will be made, giving assistance to the Madison-Jefferson County Library in the organization of the school libraries in that county.

Lists of recent books suitable for high school libraries have been compiled in the following subjects: Civics, Economics, Education, Commercial Geography, Science, Vocational Guidance, Agriculture, Home Economics, Manual Training, Mechanical Drawing, English Composition, Literature and History. Mimeograph copies may be procured from the Commission on request.

LIBRARY WEEK AND THE SCHOOLS.

Children are always happy to help celebrate special days. Plan your program for the week with the school children in mind. Ask the primary teachers to have the children dramatize a favorite classic. Dramatization of a classic could well be a feature in the high school English classes. Could not some teacher be persuaded to work up the little play "Friends in Bookland" pub-

lished for the New Jersey Public Library Commission? Macmillan, 60c. Compositions could be written by the upper grades and the high school. Perhaps a real project lesson on the use of the dictionary, the encyclopedia, or the catalog might be given before the P. T. A. or the teachers' meeting by some interested teacher; or an observation lesson on the care of books. Anything that will bring the library and books before teachers, parents and pupils will be quite in place. Get the teachers to help you and in this way get their interest. They will have ideas to add to yours.

1922 SESSION OF SUMMER SCHOOL FOR LIBRARIANS.

The Public Library Commission Summer School will again this year be held at Shortridge High School from June 19th to August 5th. Most of the instruction will be given by members of the Commission staff supplemented by outside lecturers. Miss Carrie E. Scott of the Indianapolis Public Library will give the course in Work with children, and Mrs. Julia S. Harron, Library Editor in the Cleveland Public Library will conduct the work in Book Selection.

The students as last year will be accommodated at the Y. W. C. A. building, unless they prefer to make other arrangements. The class will probably be as large this year as last year, but forty students are all that can possibly be instructed because of our limited facilities and staff. For this reason it is imperative that libraries desiring to have a representative in the school make application immediately.

Students cannot be accepted unless they are employed or under appointment to permanent full time positions on a definite salary basis. The completion of a high school course will be required for admittance also. In order to do justice to all the Commission will this year require the withdrawal at the close of the third week of the weaker students whose employment could not be recommended.

Reading Required in Preparation for Summer School.

Required of all.

- Bostwick, Arthur E. The American public library. Appleton. \$1.50.
Olcott, Frances W. Children's reading. Houghton. \$1.25.
Moore, Annie C. Roads to childhood. Doran. \$1.50.

Juvenile books—Read all.

- Alcott, L. M. Little women. Little. \$1.75.
Anderson, H. C. Fairy tales; tr. by Mrs. E. Lucas. Dutton. \$2.50.
Arnadottir, Holmfridur. When I was a girl in Iceland. Lothrop. \$1.25.
Brown, A. F. In the days of giants; a book of Norse tales. Houghton. \$1.65.
Burroughs, John. Squirrels and other fur-bearers. Houghton. \$1.65.
Grimm, J. L. and W. K. Household stories; tr. by Lucy Crane. Macmillan. \$1.50.
Hawthorne, N. Wonder-book for boys and girls. Houghton. \$1.65.
Lagerlöf, Selma. Wonderful adventures of Nils. Doubleday. \$2.50.
Malory, Sir T. Boy's King Arthur; ed. by Sidney Lanier. Scribner. \$1.80.
Nicolay, Helen. Boy's life of Abraham Lincoln. Century. \$1.50.
Pyle, Howard. Men of iron. Harper. \$2.00.
Rolt-Wheeler, F. In the days before Columbus. Doran. \$1.50.

ADULT BOOKS.

Non-fiction—Read one in each group—Philosophy, Education, Religion.

- Betts, G. H. How to teach religion. Abingdon. \$1.25.
Clarke, W. N. Sixty years with the Bible. Scribner. \$1.25.
Slattery, Margaret. American girl and her community. Pilgrim. \$1.35.
James, Wm. Talks to teachers on psychology. Holt. \$2.00.
Swain, R. L. What and where is God. Macmillan. \$1.50.
Yeomans, Edward. Shackled youth. Atlantic. \$1.50.

Sociology.

- Addams, Jane. Spirit of youth and the city streets. Macmillan. \$1.75.
Baker, R. S. New industrial unrest. Doubleday. \$2.00.
Bullard, A. B. C. of disarmament. Macmillan. \$1.25.
Clark, T. A. High school boy and his problem. Macmillan. \$1.20.
Devine, E. T. The normal life. Macmillan. \$1.50.
Ross, E. A. Old world in the new. Century. \$3.00.

Science, Useful and Applied Arts.

- Bryant, L. M. American pictures and their painters. Lane. \$5.00.
 Darrow, F. L. Boy's own book of great inventions. Macmillan. \$1.75.
 Slosson, E. E. Creative chemistry. Century. \$3.00.
 Stratton, Clarence. Producing in little theaters. Holt. \$2.90.
 Surette, T. W. Music and life. Houghton. \$1.75.
 Thomson, J. A. Secrets of animal life. Holt. \$2.50.
 Weinberg, Louis. Color in everyday life. Moffat. \$2.50.

Literature.

- Cohen, H. L., ed. One act plays by modern authors. Harcourt. \$2.25.
 Masefield, John. Reynard the fox. Macmillan. \$2.00.
 Morley, C., comp. Modern essays. Harcourt. \$2.00.
 Phelps, W. L. Rise of modern poetry.
 Richards, Mrs. W., comp. Star points. Houghton. \$1.75.
 Shuman, E. L. How to judge a book. Houghton. \$1.75.
 Williams, B. C. Our short story writers. Moffat. \$2.50.

Biography.

- Barrie, J. M. Margaret Ogilvy. Scribner. \$1.50.
 Bok, E. W. Americanization of Edward Bok. Scribner. \$3.00.
 Cohen, Rose. Out of the shadow. Doran. \$2.50.
 Hudson, W. H. Far away and long ago. Dutton. \$3.00.
 Krasinska, Countess. Journal. McClurg. \$1.50.
 Roosevelt, Theodore. Letters to his children. Scribner. \$2.50.
 Strachey, Lytton. Queen Victoria. Harcourt. \$5.00.

Travel.

- Beebe, William. Jungle peace. Holt. \$2.50.
 Cooper, Elizabeth. My lady of the Chinese courtyard. Stokes. \$3.00.
 Flandreau, C. M. Viva Mexico. Appleton. \$2.00.
 Sheridan, Clare. Mayfair to Moscow. Boni. \$3.00.
 Street, Julian. Abroad at home. Century. \$5.00.
 Wallace, Dillon. Lure of the Labrador wild. Revell. \$2.50.

History.

- Duciaux, M. F. R. Short history of France. Putnam. \$2.50.
 Ferrero, Guglielmo. Women of the Caesars. Century. \$3.00.
 Gibbs, Sir Philip. Now it can be told. Harper. \$3.00.
 Hough, Emerson. Passing of the frontier. Yale. \$3.50.
 Morse, E. W. Causes and effects in American history. Scribner. \$1.50.
 Munro, W. B. Crusaders of New France. Yale. \$3.50.

- Roosevelt, T. R. Episodes from Winning of the west. Putnam. 90c.
 Van Loon, H. W. Story of mankind. Boni. \$4.50.

*Fiction—Read two in each group.**Foreign.*

- Alarcon, P. A. El Capitan Veneno (Captain Poison). Sanborn. \$1.28.
 Balzac, Honore de. Pere Goriot. Dutton. \$2.25.
 Blasco Ibanez, Vicente. The cabin. Knopf. \$2.50.
 Bojer, Johan. Great hunger. Moffat. \$2.50.
 Bordeaux, Henri. Fear of living. Dutton. \$2.00.
 Couperus, L. M. A. Majesty. Dodd. \$2.00.
 Fogazzaro, Antonio. The saint. Grosset. 75c.
 Gogol, Nikolai. Taras Bulba. Dutton. 70c.
 Lagerlöf, Selma. Gösta Berling. Doubleday. \$1.90.
 Sienkiewicz, Henry K. With fire and sword. Little. \$2.50.
 Tolstoi, Leo. Anna Karenina. Jacobs. \$2.25.

English.

- Austen, Jane. Pride and prejudice. Jacobs. \$2.25.
 Bennett, Arnold. Clayhanger. Doran. \$1.90.
 Conrad, Joseph. Lord Jim. Doubleday. \$2.00.
 Hardy, Thomas. Return of the native. Scribner. \$1.00.
 Hutchinson, A. S. M. If winter comes. Little. \$2.00.
 Kipling, Rudyard. Kim. Doubleday. \$2.00.
 Meredith, George. Ordeal of Richard Feverel. Scribner. \$2.00.
 Merrick, Leonard. Conrad in quest of his youth. Dutton. \$1.90.
 Sinclair, May. Divine fire. Holt. \$1.50.
 Trollope, Anthony. Barchester towers. Dutton. \$2.50.
 Walpole, Hugh. Green mirror. Doran. \$2.00.

American.

- Brown, Alice. Bromley neighborhood. Macmillan. \$2.00.
 Canfield, Dorothy. Bent twig. Grosset. 75c.
 Cather, Willa. My Antonio. Houghton. \$2.00.
 Deland, Mrs. M. W. C. Awakening of Helena Ritchie. Burt. 75c.
 Hergesheimer, Joseph. Java Head. Knopf. \$2.50.
 Howells, W. D. Rise of Silas Lapham. Houghton. \$2.00.
 Poole, Ernest. The harbour. Grosset. 75c.
 Tarkington, Booth. Alice Adams. Doubleday. \$1.75.
 Watts, Mrs. M. S. Noon mark. Macmillan. \$2.50.
 Wharton, Edith. Age of innocence. Appleton. \$2.00.

REUNION OF S. S. CLASSES, 1902, 1907, 1912, and 1917.

The reunion of summer school earlier classes held the past two years have been successful and enjoyable so that a similar

occasion is planned in connection with the 1922 session. The exact date will be chosen later and notices will be sent out. It is hoped that members of each class will make a special effort to be present or send greetings and to stimulate the class representative the following "attendance monitors" are appointed:

1902—Winifred F. Ticer, Huntington.

1907—Martha L. Searce, Danville.

1912—Grace Stingly, Rochester.

1917—Mable Deeds, Oxford.

Persons having access to files of the Summer School announcements may wonder why the 1922 Session is called the 21st Session when the school started in 1901. This numbering follows a precedent of a score of years. The 1901 class was really merely a ten days institute held in the Commission office in November, 1901, so that the 1902 session was really the first Summer School.

STUDENTS, 1902—APRIL 17-MAY 15— INDIANAPOLIS.

W. A. Alexander, Indiana University, Bloomington.
Mrs. Elsie Applegate Draper (Mrs. Wm.), 53 Washington Square, New York.
Mrs. Elizabeth Austin Howell (Mrs. C. A.), Ann Arbor.
Vernie Baldwin, Greenfield.
Isabel Ball, Connersville.
Mrs. Grace A. Carpenter, Elkhart.
Mrs. Anna Cochrane Mallock (Mrs. Robert B.), Indianapolis.
Clara Dippel, Inglewood, California, R. F. D.
Caroline Erwin, Bedford.
Mrs. Agnes Finch Lane (Mrs. Henry D.), Indianapolis.
Georgia A. Friedley, Cleveland Public Library.
Anna E. Griffith, Indiana University, Bloomington.
Nellie I. Hamlin, Indianapolis (deceased).
Flora N. Hay, Evanston.
Mrs. Ella R. Heatwole, Palo Alto, Cal.
Gertrude Hilligoss, Indianapolis (deceased).
Myra Kellogg, Indianapolis (deceased).
Mrs. Edith Lawrence, Plainfield (deceased).
Mrs. Elizabeth Marble Scott (Mrs. John M.), Rising Sun.
Mrs. Sara Messing Stern, Terre Haute.
Mrs. Stella Parkinson Rensselaer.
Mrs. Marion Pease Martin, Chattanooga, Tenn.
Bertha F. Poindexter, Jeffersonville.
Mary B. Pratt, Louisville.
Ida M. Roberts, Sunnyside, Oaklandon.
Mrs. Rhoda Shepard Whitlock, 956 Fig St., Winnetka, Illinois.

Sarah L. Sturgis, Fort Wayne.
Winifred F. Ticer, Huntington.

1907, WINONA LAKE.

Mrs. Alicia H. Barnes, Auburn.
Edgar A. Fisher, Oakwood, Dayton, Ohio.
Elizabeth Gassaway, Toledo.
Mrs. Jennie Johnson, Knightstown (deceased).
Mrs. Gertrude Morgan Hughes (Mrs. J. E.), Indianapolis.
Mrs. Emma A. Murray.....(last address Porto Rico).
Mrs. W. H. Orcutt, Noblesville.
Mrs. Etna Phillips Letsinger (Mrs. Reed), Bloomfield.
Mrs. Isabelle Rinehart Baum, Delphi.
Mary Grace Robb, Toledo.
Martha L. Searce, Danville.

SPECIALS.

Winifred F. Ticer, Huntington.
Mrs. Mina Harris Lambert (Mrs. V. R.), Waveland Ave., Chicago.
Mrs. Bessie King Tillman, Rensselaer (deceased).
Ethel G. Baker, South Bend.

STUDENTS, 1912, EARLHAM.

Josephine Andrews, East Chicago.
Katharine Brownback, Pendleton.
Mrs. Alice M. Burns, Sullivan.
Mrs. Dean W. Charni, Brookville.
Z. Grace Fisher, Gary (deceased).
Nora Gardner, Monticello.
Mrs. Minette B. Gary, Warsaw.
Lenore Gillespie, Boswell.
Mrs. Anna Isley, Boonville.
Mrs. Jennie Lee Gordon (Mrs. H. D.), Hanover.
Dorothy Letherman, Gary.
Mamie R. Martin, Normal College, St. Cloud, Minnesota.
Caroline Meyer, College of Industrial Arts, Denton, Texas.
Genevieve Michaely, 276 W. Eighty-sixth St., N. Y. City.
Melinda Scott, T. U. Gov't Hotel, Washington, D. C.
Mrs. Irene Smith Beckman (Mrs. Herman), Richmond, Ind.
Bessie Jean Stewart, Oklahoma City, Public Library.
Grace Stingly, Rochester.
Hope Thomas, Y. W. C. A., Dayton, Ohio.
Ruth Wallace, Indianapolis.
Mrs. Mary Waller Kennedy (Mrs. Wm. H.), Washington, Indiana.

STUDENTS, 1917.

Anita Barnes, Laporte.
Mrs. A. R. Barnes, I. U. School of Medicine, Indianapolis.
Anna M. Bartrim, Rockport (deceased).
Ruth Bean, Evansville.
Nellie M. Blackburn, Decatur.

Martha Blumenthal, East Chicago.
 Mary J. Boyer, Evansville.
 Mrs. Naomi Brasel Frick, Evansville.
 Mable L. Deeds, Oxford.
 Mrs. G. M. Easterling, Plainfield.
 Doll Hayes, Brookston.
 Mrs. Maree Heighway Bowman (Mrs. D. H.) Piercet-
 ton.
 Jennie Henshaw, East Chicago.
 Bessie Hoff, Gas City.
 Mrs. Mary Holderman Huber (Mrs. Cooper), Gary.
 Mary A. Holmes, Logansport.
 Mrs. Helen Jeffries Donaldson (Mrs. Ralph), Elwood.
 Katheryne Kelvie, Kokomo.
 Millie L. Lewis, Evansville.
 Priscilla MacArthur, Huntington.
 Fay Miller, Darlington.
 Mrs. Helen Nelson Brink (Mrs. V. A.), Gary.
 Mrs. Ama Nowlin Baker (Mrs. Roscoe), Brookville.
 Mrs. Opha Parsons, Newburg (deceased).
 Ethel Reed, Brook.
 Maud Rosenberger, Colfax.
 Mrs. Helen Knight Saylor, Huntington.
 Anna L. Seaman, Gary.
 Myrtle B. Sloan, Mishawaka.
 Edith Thompson, Frankfort.
 Anne Trittipoe, Fortville.
 Vivian Trittschuh, Indianapolis.
 Helen Van Cleave, Elkhart.
 Florence Weiford, Huntington.
 Mrs. Mary Wells Jenks (Mrs. Clarence), Springfield,
 Ill.
 Constance Wilder, Aurora.

SPECIALS.

Mrs. G. B. Bunyan, Kendallville.
 Katherine Frazee, Seymour.
 Jessie L. Kerr, Union City.
 Mrs. Elizabeth Marble Scott, Rising Sun.
 Alice D. Stevens, Logansport.

PICTURE LOANS FROM STATE LIBRARY.

The State Library now has ready for use a collection of about seven hundred reproductions in color of famous paintings. These can be secured for a period of two weeks by any club, school or individual in a town having a public library, on application of the librarian, or direct by any registered club, school or individual having no access to a public library. Registration blanks will be furnished on request. There are no fees other than transportation charges.

Most of the pictures are of fairly good size, about 8x10 inches. Some are smaller

but all in color are excellent reproductions, and all are mounted. In addition to these about six hundred small black and white prints have been placed in the collection. The artists represented are so far chiefly old masters, though there are a number of recent ones, also. The Library hopes to develop the American section particularly. The prints are so indexed and arranged that it is possible to furnish several examples of a given school, artist or gallery or of a certain subject, such as Madonnas, Christ-Child, portraits, landscapes, etc.

Persons who have used these prints have been very enthusiastic over them and the State Library hopes that they will have a wide circulation. Should they prove to fill a real need, the collection will be increased as rapidly as possible.

THE PUBLIC LIBRARY COMMISSION NOT THE STATE LIBRARY.

There is every excuse to be offered for the casual person who confuses the two state departments whose names appear in the heading, but none whatever for the librarian who does so. The two departments are entirely distinct institutions, under separate governing bodies, and their functions are as different as those of the State Department of Education and the State University. Yet librarians are constantly returning books to one, or making requests of the other which should be directed to its neighbor. More confusing is the practice of including in one letter several questions part of which should go to one institution and part to the other. The two departments work together in the utmost harmony, co-operating and avoiding duplication of work, but it would assist each if librarians would keep the distinction in mind and be particularly careful to address correctly mail and packages.

The State Library is a reference library for the state. It loans books to individuals and on specific subjects for two-week periods. It answers reference questions, and has no fiction or juvenile department. It

does not advise on questions of library practice.

The Public Library Commission is not a library but a commission in general charge and supervision of the public libraries of the state. One feature of its work is the Traveling Library Department which sends out for three month periods boxes of books to groups, schools and clubs in communities where library service is not available, and which also aids small libraries. It does no reference work and has no facilities for this nor for making loans to individual borrowers. All questions of library practice should be referred to the Commission.

GOOD BOOKS ON ETIQUETTE.

In reply to several requests the following titles have been selected:

- Braddy, Nella. Young folks encyclopedia of etiquette. Doubleday, 1921. \$1.50.
 Everymans encyclopedia of etiquette. Doubleday, 2 vol. \$3.50.
 Holt, Emily. Encyclopedia of etiquette. Doubleday. Popular edition. \$1.50.
 Roberts, Helen L. Cyclopedia of social usage. Putnam. \$2.50.

EASY BOOKS IN SCHOOL EDITIONS.

The Gary Library has had a special interest in school editions because of the rather exceptionally large number of young children it serves. Most of these are of foreign parentage and hard usage of books is the rule. The most economical books are those put out by the school publishers. We have replaced the usual 372.4 classification with the letter "E" for "easy books," limiting it to include books for the first three school grades. In the last few years the demand for supplementary readers has been met by the publication of a number of very attractive editions. They are not only well illustrated by good artists but eliminate much of the distracting teaching material. Most of these editions for the first three grades have reinforced binding and covers generally are decorated. This takes away an objectionable text-book appearance and

adds to the life of a book. School editions should preferably be purchased directly from the publishers for the discount given schools and libraries is the same as that given dealers. Consequently the dealer's discount to libraries is usually half, or less, that received directly.

The following list represents titles that we have found most useful. It covers quite a variety and helps to build up one section of the book collection that is much used, and with generally attractive editions more economical than the usual trade books.

- Baldwin. Another fairy reader. Am. B. Co. 52c.
 Fairy stories and fables. Am. B. Co. 56c.
 Second fairy reader. Am. B. Co. 52c.
 Banta. Brownie primer. Flanagan. 60c.
 Brownies and goblins. Flanagan. 70c.
 Little brownie men. Flanagan. 65c.
 Bass. Beginner's reader. Heath. 69c.
 Beebe. Picture primer. Am. B. Co. 52c.
 Bender. Bender primer. Merrill. 68c.
 Bigham. Stories of mother goose village. Rand. 75c.
 Blaisdell. Boy blue and his friend. Little. \$1.00.
 Rhyme and story primer. Little. 52c.
 Tommy Tinker's book. Little. \$1.00.
 Braden. Little book of well-known toys. Rand. 75c.
 Brown & Bailey. Jingle primer. Am. B. Co. 52c.
 Bryce & Spaulding. Aldine primer, book one. Newson. 72c.
 Aldine primer, book two. Newson. 80c.
 Bryce. Fables from afar. Newson. 80c.
 Folklore from foreign lands. Newson. 80c.
 Short stories for little people. Newson. 68c.
 That's why stories. Newson. 80c.
 Buffington. Circus reader. Sanborn. 84c.
 Carpenter. Around the world with the children. Am. B. Co. 72c.
 Carroll & Brooks. Brooks primer. Appleton. 60c.
 Chadwick. Little red hen. Ed. P. Co. 60c.
 Coe & Christie. Story Hour readers, primer. Am. B. Co.
 Story Hour readers, 1st year, 1st half. Am. B. Co. 60c.
 Story Hour readers, 1st year, 2nd half. Am. B. Co. 60c.
 Story Hour readers, 2nd year, 1st half. Am. B. Co. 72c.
 Story Hour readers, 2nd year, 2nd half. Am. B. Co. 72c.
 Story Hour readers, 3rd year, 1st half. Am. B. Co. 72c.
 Story Hour readers, 3rd year, 2nd half. Am. B. Co. 72c.
 Craik. Bow-wow and mew-mew. Beckley-Cardy. 55c.
 Davidson & Bryce. Busy brownies at play. Newson. 68c.
 Busy brownies at work. Newson. 68c.

- Dunlop and Jones. Playtime stories. Am. B. Co. 60c.
- Dyer & Brady. Merrill readers, primer. Merrill. 68c.
- Merrill readers, 1st rdr. Merrill. 68c.
- Merrill readers, 2nd rdr. Merrill. 76c.
- Merrill readers, 3rd rdr. Merrill. 80c.
- Eliot. Selected stories from the Arabian nights. Houghton. 92c.
- Elson & Runkel. Elson readers, primer. Scott. 68c.
- Elson readers, book one. Scott. 72c.
- Elson readers, book two. Scott. 76c.
- Elson readers, book three. Scott. 80c.
- Finley. Little home workers. Sanborn. 76c.
- Firman & Maltby. Winston readers, primer. Winston. 64c.
- Winston readers, 1st reader. Winston. 64c.
- Winston readers, 2nd reader. Winston. 70c.
- Fox. Indian primer. Am. B. Co. 52c.
- Goodlander. Fairy plays for children. Rand. 80c.
- Grover. Kittens and cats. Houghton. 90c.
- Outdoor primer. Rand. 50c.
- Overall boys. Rand. 75c.
- Sunbonnet babies primer. Rand. 70c.
- Haaren. Fairy life. Newson. 44c.
- Rhymes and fables. Newson. 44c.
- Songs and stories. Newson. 44c.
- Hall. Weavers and other workers. Rand. 70c.
- Henderson. Anderson's best fairy tales. Rand. 75c.
- Higgins. Holidays in mother goose land. Newson. 80c.
- Hogate and Grover. Sunbonnets and overalls. Rand. 70c.
- Holbrook. Hiawatha primer. Houghton. 84c.
- Holton. Holton primer. Rand. 60c.
- Holton & Curry. Holton-Curry primer. Rand. 65c.
- Holton-Curry readers, 1st reader. Rand. 70c.
- Holton-Curry readers, 2nd reader. Rand. 75c.
- Holton-Curry readers, 3rd reader. Rand. 80c.
- Howard. Banbury cross stories. Merrill. 60c.
- Dick Whittington and other stories. Merrill. 64c.
- Johnson. Fairy tale bears. Houghton. 90c.
- Kleiser, etc. Progressive road to reading, Story steps. Silver. 68c.
- Klingensmith. Household stories. Flanagan. 70c.
- Just stories. Flanagan. 70c.
- Laing & Edson. Edson-Laing readers, book 1—Busy folk. Sanborn. 84c.
- Edson-Laing readers, book 2—Lend a hand. Sanborn. 88c.
- Edson-Laing readers, book 3—Neighbors. Sanborn. 92c.
- Lodge. Famous old tales. Houghton. 96c.
- Lucia. Peter and Polly in Spring. Am. B. Co. 60c.
- Peter and Polly in Autumn. Am. B. Co. 60c.
- Peter and Polly in Winter. Am. B. Co. 60c.
- Peter and Polly in Summer. Am. B. Co. 60c.
- McClosky. McClosky primer. Ginn. 60c.
- McMahon. Rhyme and story primer. Heath. 72c.
- McManus & Haaren. Natural method, primer. Scribner. 68c.
- Natural method, 1st reader. Scribner. 72c.
- Natural method, 2nd reader. Scribner. 80c.
- McMurry. Tell me a story. Johnson. 48c.
- Meyer. Outdoor book. Little. 64c.
- Mickens & Robinson. Mother Goose reader. Silver. 72c.
- Mother Goose story book. Winston. 75c.
- Murray. Wide awake readers, primer. Little. 50c.
- Wide awake readers, junior. Little. 50c.
- Wide awake readers, 1st reader. Little. 50c.
- Wide awake readers, 2nd reader. Little. 56c.
- Olmstead. Ned and Nan in Holland. Row. 56c.
- Parmley. Parmley method, 1st reader. Am. B. Co. 48c.
- Parmley method, 2nd reader. Am. B. Co. 56c.
- Parmley method, 3rd reader. Am. B. Co. 56c.
- Perdue. Child life in other lands. Rand. 85c.
- Perkins. Cave twins. Houghton. 96c.
- Dutch twins. Houghton. 96c.
- Dutch twins primer. Houghton. 72c.
- Eskimo twins. Houghton. 96c.
- Japanese twins. Houghton. 96c.
- Pratt. Legends of the red children. Am. B. Co. 52c.
- Robinson. At the open door. Silver. 68c.
- Scudder. Book of fables and folk stories (illus. ed.). Houghton. 80c.
- Seegmiller. Little rhymes for little readers. Rand. 75c.
- Serl. In fableland. Silver. 76c.
- In the animal world. Silver. 80c.
- Silvester & Peter. Happy hour stories. Am. B. Co. 60c.
- Skinner. Happy tales for story time. Am. B. Co. 72c.
- Merry tales. Am. B. Co. 52c.
- Skinner & Lawrence. Little dramas for primary grades. Am. B. Co. 60c.
- Smith. Eskimo stories. Rand. 75c.
- Taylor. Two Indian children. Beckley. \$1.00.
- Treadwell & Free. Reading-Literature readers, primer. Row. 52c.
- Reading-Literature readers, 1st reader. Row. 56c.
- Reading-Literature readers, 2nd reader. Row. 60c.
- Reading-Literature readers, 3rd reader. Row. 64c.
- Turpin. Rose primer. Am. B. Co. 52c.
- VanSickle & Seegmiller. Riverside readers, primer. Houghton. 72c.
- Riverside readers, 1st reader. Houghton. 76c.
- Riverside readers, 2nd reader. Houghton. 80c.
- Riverside readers, 3rd reader. Houghton. 84c.
- Washburne. Old fashioned fairy tales. Rand. 85c.
- Weiner & Jones. Chats in the Zoo. Rand. 65c.
- Welsh. Book of nursery rhymes. Heath. 76c.
- White. Pantomime primer. Am. B. Co. 40c.
- Wickes. Stories to act. Rand. 80c.
- Wiley. Mother Goose primer. Merrill. 68c.
- Wray. Little playmates. Newson. 68c.
- Young and Field. Literary readers, book one. Ginn. 60c.
- Literary readers, book two. Ginn. 64c.
- Literary readers, book three. Ginn. 72c.

**Some New Juvenile Books Which Teachers
Will Find Interesting at the Public
Library of Indianapolis.**

Blaisdell, Albert Franklin. *Log cabin days; American history for beginners*, by Albert K. Blaisdell and Francis K. Ball. Little.

"A companion volume to American history for little folks, intended to serve as an introduction to the more advanced historical studies by the same authors. Retells simply and dramatically a few of the dramatic and picturesque events which present the perils, hardships, self-denial, and staunch patriotism of our forefathers." Intended for use as a supplementary historical reader for pupils in the third grade of the public schools.

Hall, J. D. *When I was a boy in Norway*. Lothrop. (Children of other lands books.)

"Very real Dr. Hall makes this story of his boyhood, and its account of the customs, legends, sports and festivals of sunlit Norway. For boys and girls eleven and twelve."

Heyliger, William. *High Benton, worker*. Appleton.

A boy's struggle to attain his position as South American agent for his company is a wholesome story which gives boys right angles upon the value of ambition and loyalty. Sequel to *High Benton*, one of the best stories of American high school life. For older boys and girls.

Johnson, Geylord. *Star people; with drawings on sand and blackboard by "Uncle Henry and the society of star-gazers."* Macmillan.

The author has succeeded in making the study of the sky entertaining, by making a game of the whole matter. His drawings in the sand, his stories of the ways of the stars, his exceedingly plain diagrams should delight the parent or teacher who appreciates what a joy it is to a child to be able to find and name the more important of the heavenly bodies.

Marshall, Bernard. *Cedric, the forester*. Appleton.

"Merry England in the thirteenth century, when knights were bold and outlaws roamed the woods, is the setting for this story of how a young forester rose to rank and the highest honors. It is a tale of chivalry and brave deeds. For older boys and girls."

Parkman, Mary Rosetta. *Conquests of invention*. Century.

"Very readable sketches of the life and work of Cyrus H. McCormick, Elias Howe, Thomas A. Edison, William Murdock, Robert Fulton, Guglielmo Marconi, Charles Goodyear, George Westinghouse, Eli Whitney, George Stephenson, James Watt, Wilbur and Orville Wright, and Alexander Graham Bell. For children from eleven on."

Patch, Edith Marion. *Bird stories*. Atlantic monthly. Little gateways to science.)

"Twelve stories that show a happy combination of accurate information with the ability to state things so interestingly that any child will read.

Not only the birds but their settings in the country life are delightfully revealed in the stories and the pictures. For children nine or ten."

Perkins, Mrs. Lucy (Fitch). *The Puritan twins*. Houghton.

Nancy and Daniel are very human little Puritans and will find a welcome from all children who love the twins. For boys and girls eight or nine.

Phillips, Ethel Calvert. *Black-eyed Susan*. Houghton.

"The author of *Wee Ann* and *Little friend Lydia* has created a wholly delightful little girl, her grandparents, pets and friends, and small adventures, in a very well-written story for little children."

Prescott, Della R. *A day in a colonial home*; ed. by John Cotton Dana. M. Jones.

"A day in the lives of colonial children, their work and pleasures, illustrated with pictures of the familiar things that made their home environment. This story came into existence through the building of a colonial kitchen in the Newark library under the directorship of John Cotton Dana; students from the normal school, dressed in colonial clothes, explained the use of the kitchen utensils to school children. Explanatory notes and instructions for building a similar kitchen are added for the information of teachers and librarians."

Sindelar, Joseph Charles. *Morning exercises for all the year; a day book for teachers*. Beckley-Cardy Co.

This book contains over 300 exercises arranged day by day, there being an exercise for each morning of the ten school months, beginning with the first day of September and ending with the last day of June. It correlates memory work, narrative, songs and music, birthday and holiday commemorations and those of the seasons, together with nature, literature, science and art.

Wade, Mrs. Mary Hazelton (Blanchard). *Twin travelers in India*. Stokes.

The adventures of an American boy and girl as they travel through India. Somewhat stilted in style, but the conversations and descriptions reveal much of the history and life of the country. Good illustrations from photographs. For children from nine to fourteen.

JUST NOTES.

Burroughs, John. *Complete works*, 15 volumes. Riverside edition, is offered for sale at \$1 per volume by Miss Gail Calmer-ton, Fort Wayne.

Carnegie Library of Pittsburgh has recently issued two new lists:

Books by Catholic authors, ed. 2. 325 p., 50c postpaid.

Choice of vocation: a selected list of

books and magazine articles. 50 p. 25c postpaid. (150 vocations covered.)

Common Service Committee, 370 Seventh Ave., New York City.

The libraries of five organizations, American Social Hygiene Association, National Committee for Mental Hygiene, National Health Council, National Organization for Public Health Nursing, and National Tuberculosis Association, have been combined into the single library of the Common Service Committee. This joint library, with 5,000 books and 20,000 pamphlets on related health and hygiene subjects, offers to lend pamphlets and materials on these subjects to other libraries or to prepare bibliographies or reading lists on this sort of topic and to advise as to the best books for small library purchase.

Disarmament Education Committee of Washington, D. C. has prepared a series of 20 posters illustrating Facts on Disarmament. These posters (many of the suggestions are drawn from Irwin's "Next War") show the economic waste as well as the horrors of war. The posters have just been exhibited in the Elkhart Public Library, where they attracted much attention.

Gaylord Brothers, Syracuse, New York, have just prepared a very effective and useful sign for Public and County Library stations. The sign is made of durable sheet metal and is weatherproof with a flange for attaching to the building. The background is orange with the picture of a smiling youth holding up a book. The lettering is in white and blue, "County Library Free Service: Books Here." Some signs have been prepared substituting the word "Public" for "County." These may be used at city branches. The signs sell at \$2.25 for one, \$2.00 for each of five, \$1.85 if ten are ordered or \$1.70 apiece for twenty-five.

The Indiana News Company has withdrawn its offer of special rates for non-fiction and now announces only a ten per cent discount on these. Inasmuch as libraries will seldom profit by separating fiction and non-fiction orders, most of the libraries of the state will

doubtless transfer their entire business to W. K. Stewart, A. C. McClurg or Baker & Taylor. Stewart's is reconsidering their present discount with a view to reopening their Library Department.

Mrs. Julia Henderson Levering, the author of "Historic Indiana," died in New York February 19th and was buried at Lafayette. Through Mrs. Levering's generosity the Public Library Commission has a number of copies of "Historic Indiana" for distribution to libraries.

The Little Theatre Department of the New York Drama League has prepared a very useful 24-page list of "Plays for amateurs." This sells at 60 cents.

The National Child Welfare Association, 70 Fifth Ave., New York City, sells some very interesting panel series of posters. Their Bulletin 35 describes the Fairy Tale Series which adds so much to the attractiveness of the Jeffersonville Library Children's Room. The Commission suggests that libraries apply for the following leaflet bulletins giving illustrations and descriptions:

No. 34—Posters on books and childhood.

No. 35—Fairy tales.

No. 40—Price list of panels and publications.

No. 59—Kindness to animals.

No. 60—Mother Goose health rhymes.

No. 72—Makers of American ideals.

FREE MATERIAL.

Cleveland Public Library has just issued a delightful, brief list of "Biography for young people." The Occurrent hopes to be able to reprint this together with the comment from the February number of the "Open Shelf," the Cleveland bulletin, in a later issue.

Osgood Public Library offers to any library which wishes them the following numbers of The Readers Guide:

Jan.-Sept., 1913.

Jan.-Sept., 1915.

Jan.-Oct., 1919.

Jan.-Nov. 1920.

Jan.-May, 1921.

U. S. Agriculture Department.

Farmers Bulletins.

No. 1203. The Angora goat. 26 p.

No. 1230. Chimneys and fireplaces. 28 p., illus.

No. 1239. Community bird refuges. 13 p.

DISTRICT MEETINGS.

Columbia City.

The District meeting of northeastern Indiana libraries was held at Columbia City, February 15th.

Morning session began at 10:30 with greetings from the president of the local board, Mr. J. C. Sanders, who took as his theme the great possibilities of the library in these years of reconstruction. Mr. Sanders said the four factors for the making of citizenship were the home, the church, the school and the library.

This is the first year for Allen County to have library extension service throughout the county and a survey of the work being done there was given by Miss Corinne Metz, county librarian. This was to all a most interesting talk and was especially helpful to those doing either county or township extension or to those who are looking forward to county service.

A paper "If I were president of a library board" was prepared by Dr. M. W. Webster and read by Mrs. Elma Emerson of South Whitley. Many good suggestions were given as to ways a president may make his board alive and full of zeal for the promotion of the library in its community.

The subject of "Township station problems" was most ably discussed by Miss Anna Carson of Plymouth, where the station work is being successfully conducted by the library staff, instead of having local people in charge. Miss Carson's work with these township stations is speaking for itself in the results she is obtaining.

Luncheon was served by the ladies of the Methodist Church, and music was contrib-

uted by Miss Smith, Mrs. Aker, Miss Spray and Mr. Dimmet.

In the afternoon Miss Miriam Netter of Warsaw, whose subject was "The county seat library and the small town," told of the many activities centering about the county seat, through which the library may extend its services. One could easily understand from Miss Netter's talk that even a small town may be very much alive and that the library may play a very important part in the life of any county seat.

Mrs. J. E. Baker of Kendallville read a paper on the duties of board committees. She told what the board of which she is a member is doing, and suggested a number of ways whereby board members may give assistances to the library staff.

"Indiana library week" was the theme of Mr. W. J. Hamilton's talk. He gave an outline of the various ways libraries may conduct this week of greater publicity in the interest of libraries throughout the state. Mr. Hamilton made every one realize that this new project will call for real work on the part of trustees and librarians and will when successfully carried through bring about good results.

As Miss Winifred Ticer was unable to be present the subject of "Publicity" was opened to general discussion and many helpful suggestions were given, as also when various trustees and librarians responded to Roll Call with "Some new plan for the library."

Besides Mr. Hamilton, the Public Library Commission was represented by Miss Della Northey, who told of her work with the schools and of the things she hoped to see done for the school libraries.

The meeting was both helpful and inspiring in its nature. There was a good attendance, the unique feature being that there were more trustees than libraries present.

BERTRAM FRENCH,
Secretary.

Frankfort.

"Service to the Community" was the keynote of the district conference for librarians

and library trustees which was held in the assembly room of the Frankfort Public Library, January 31, 1922.

Fifty-six visitors representing forty-one libraries responded to roll call by telling of some new feature to be worked out during the coming year.

The program was divided into two parts, the first session being devoted to the discussion of general library problems. Miss Gertrude Aiken of Crawfordsville, Miss Florence Jones of Indianapolis, Miss Eugenia Vawter of Purdue University Library, Miss Edna Holden of Logansport, Miss Susanna Bailor of Atlanta, Miss Bertha Ashby of Ladoga, Mrs. Cora Bynum of Lebanon, Mrs. Sam Matthews of Tipton, Miss Mary Fishback, Miss Della Northey and William J. Hamilton discussed these subjects of general library welfare.

Mr. Hamilton presented the matter of "Indiana Library Week" to be held April 23d to 29th. Mr. Hamilton urged making it a state-wide measure in order that people will realize the Public Library as a permanent, stable and very much worth while institution.

The trustees' section was presided over by Mrs. Thistlethwaite, president of the board of trustees at Sheridan.

Following her introductory address, Marvin Hufford, secretary of the Frankfort board of trustees, made a few remarks, dwelling upon the value of such gatherings of the trustees for the purpose of exchanging views on various matters pertaining to library work.

"If I were president of a Library Board" was the subject of a talk by George Buchanan of Atlanta, Ind. It also merited the applause of those present for it not only contained many things of practical value, but the speaker filled his talk with humorous bits of optimism and wit. Mr. Buchanan stressed the value of township extension work.

"The Board Secretary, His Duties and Opportunities," was discussed by Miss Nora Gardiner of Monticello. Miss Gardiner acts as secretary of her board as well as librarian.

At 12:30 o'clock a luncheon was served at the Baptist Church by the women of the church, which was an enjoyable feature of the meeting.

OLIVE BRUMBAUGH,
Secretary.

Franklin.

On February 24th, there was held in Franklin, a district meeting which was profitable for all the things which ought to characterize a library meeting—information, correction and reproof (applied mentally by the listener), good fellowship and inspiration.

At a round table conducted by Mrs. Ewing, "Some matters of library routine" were discussed. Miss Ogle of Franklin College Library mentioned some new atlases and reference books. "County and township extension work," "The library board," "Work with schools" and "Indiana library week" were subjects of discussion in which Mr. Hamilton, Miss Northey and Mr. Rush had part, also Mrs. Caldwell of Jennings County Library, who explained her way of selecting and educating her station assistants. Miss Frances Jones, assistant at Plainfield Library, told of their efficient school service. Mr. J. W. Trittipoe, president of the library board at Fortville, described a "Rural representative" who not only attends board meetings but assists the librarian in the selection and purchase of books. Mr. Trittipoe gave an excellent piece of advice also, when he told us to secure the co-operation of the township trustee before his election. Mrs. Lynn Faulconer told with sympathy and humor how the library board in Seymour accomplished its work. Among other things, the whole board constitutes a book committee that considers the list at each meeting and for seventeen years has published a weekly list of additions to the library.

Miss Ethelwyn Miller of Franklin, who is working as an educator under Mrs. Minnie Brunker Ross, outlined briefly for us four national movements for "Better homes" with which librarians might well co-operate. Frank Alvah Parsons heads the

first and largest. He sends Mrs. Ross to hold four-day institutes and to organize classes. She has completed this organization in 700 cities, and employs a force of 100 educators, who follow up her work at the institutes and give lectures and demonstrations in the homes of the members of the classes. Ross Crane, who emphasizes architecture and landscape gardening more than does Mrs. Ross, is sent out by the Chicago Art Institute. A group of paint manufacturers have employed Mrs. Grace Wilmoth. She mixes the colors which she desires in the factories, then gives public lectures showing where these should be used, with what draperies, rugs, etc. Fourth is a movement to teach house decoration and furnishing in high schools.

A delicious luncheon was served at the quaint little club house belonging to the Business Woman's Club. A trio composed of members sang "To a water lily." The house itself is an excellent example of an attractive home, created out of a very old and homely little house.

As to inspiration, it came in many ways—from Mr. Henkleman's account of how, when no one else would be bothered with a traveling library at Hope, the Boy Scouts placed it in their rented room and served in turn as librarians; from Mrs. Earle whose concluding sentence may well serve as a motto for librarians as well as trustees, "Before intelligent public opinion, the wrongs of the world will yield," and most from the poetry which Mr. Brown of the State Library read to us for half an hour. The charm of that cannot be passed on thru this report, but may be imagined by anyone who has heard Mr. Brown read poetry.

JULIA A. MASON,
Secretary.

Marion.

About thirty representatives from thirteen libraries in the 6th and 11th Congressional Districts attended the district meeting held in Marion, February 17, 1922. The topics discussed at the morning session were those of general interest to librarians. A round table on "New plans tried in my li-

brary" brought out many interesting questions and suggestions.

Two interesting talks on county library work were given, one by Miss Alice Stevens of Logansport on "Advantages of county service for the home city," and one by Mrs. May Hurst Fowler of Peru on "Planning a county library campaign."

Mrs. Ralph Bertsche of Alexandria gave a delightful paper on "The library and the small community." The human side of the work was emphasized in a very enjoyable manner. Bringing together the right book and the right person is fun. Miss Inez Black of Warren discussed Mrs. Bertsche's paper.

After luncheon at the Spencer House, the afternoon session was devoted very largely to problems of library trustees. Mrs. Elizabeth Claypool Earl spoke informally on "The trustees' opportunity." Mrs. C. C. Hall of Alexandria discussed "Library board officers and committees."

Mrs. W. A. Denny presented the plan for "Indiana Library Week," April 23-29. The discussion which followed showed that the librarians of the state are very much interested in the plan and its possibilities.

The conference closed with a talk on "Library service to the schools," given by Miss Della Frances Northey of the Public Library Commission, and an interesting discussion of the topic by Mr. W. C. Goble, president of the Library Board and Superintendent of Schools at Swayzee.

DAISY SPRINGER,
Secretary.

Princeton.

A district meeting was held in the Public Library, Princeton, Indiana, January 24th. The following libraries were represented: Oakland City, Oakland City College, Mt. Vernon, Evansville, Boonville, Newburg, Dugger, Shoals, Rockport, Ft. Branch, Vincennes, Owensville.

At the morning session the following talks were given: Reference books and atlases, by Miss Agg of Evansville; Problem of extension work, by Mrs. Howard of Boonville; The Rental Shelf, pro and con,

by Miss Nolte; The connection of the library with the public schools, by Miss Northey.

A luncheon was served at the Methodist Church by D. F. O. organization.

Visiting trustees found the afternoon meeting an opportunity to bring up unsolved problems which were happily discussed by experienced workers; many interesting conditions were brought to light. Mr. Wilson of Mt. Vernon told what he believed to be the duties of a board president; Dr. Mary Phelps of Newburg talked about board committees; Mr. Hamilton and Miss McCullough spoke enthusiastically of the proposed Indiana Library Week, presenting its advantages for strengthening library sentiment in the community. The meeting was very enjoyable, the attendance numbering between thirty and forty persons manifesting a lively interest in public library questions.

ANNA F. EMBREE,
Secretary.

Whiting.

The district meeting of the Indiana Librarians' Association was held at Whiting on Tuesday, January 19, with a large number from the surrounding libraries in attendance.

The program began at 11 o'clock and was carried out as follows:

The librarian's reading—Miss Mary Snyder, Michigan City.

Recent reference books—Miss Mabel Tinkham, Gary.

Eliminating non-essentials—Miss May Burge, Crown Point.

At 1 o'clock lunch was served at O'Keefe's, the afternoon session beginning at 2:30 o'clock and opening with the roll call, those present responding by giving new features of library work in their communities. Miss Zana K. Miller of the Library Bureau in Chicago gave a talk on "The opportunities of the librarian in a small town." Mr. W. J. Hamilton of Indianapolis gave a full account of the library publicity week to begin in April, and Miss Della Frances Northey of the Public Library Commission talked on "The school as a library oppor-

tunity." Miss Adah Shelly of the Whiting library acted as chairman throughout the sessions which adjourned following a general discussion of library problems and suggestions for their amelioration.

FLORENCE STEWART,
Acting Secretary.

PERMANENT LOANS FROM TRAVELING LIBRARY DEPARTMENT.

Most of the books offered in the last Occurrent have been taken by the various libraries in the state. The accompanying list is similarly selected. These books have not a popular appeal and in some cases are out of date, but libraries may find them useful as reference material. The Commission will be glad to send not more than ten to any library that asks for them and that will refund postal charges.

- 641 Abel, M. H. Practical sanitary and economic cooking. 1890.
- 716 Allen, C. L. Bulbs and tuberous-rooted plants. 1899.
- 630 Bailey, L. H. Garden-making. 1899.
- Bargar, B. L. Laws and customs of riot duty. 1907.
- 631 Barnard, Charles. Talks about the soil. c1886.
- 641 Barrows, Anna. Principles of cookery. c1907.
- 640 Bevier, Isabel. The house. c1911.
- Birkhimer, W. E. Military government and martial law. 1904.
- 636.2 Bourinot, Mrs. G. Keeping one cow. c1888.
- Bruff, L. L. Text-book of ordnance and gunnery. 1903.
- 710 Chautauquan. June, 1907.
- 796 Clark, E. H. Reminiscences of an athlete. c1911.
- 663.1 Conn, H. W. Bacteria, yeasts, and molds in the home. c1903.
- Connor, W. D. Military railways. 1910.
- 740 Crane, Lucy. Art and the formation of taste. c1885.
- Davis, G. B. Military law of the U. S. 3d ed. rev. 1913.
- 796 Dent, C. T. Mountaineering. 3d ed. 1901.
- 025.4 Dewey, Melvil. Decimal classification. 6th ed. c1899.
- 710 Farwell, F. T. Village improvement. 1913.
- 780 Fay, Amy. Music-study in Germany. 1897.
- 635 Figuier, Louis. The vegetable world. 1892.
- 811 Finley, John. The Hoosier's nest and other poems. 1866.
- Greely, A. W. Manual of visual signaling of the U. S. Signal Corps. 1905.

- 709 Goodyear, W. H. History of art. 1896.
 728 Halstead, B. D. Barn plans and outbuildings. 1902.
 759.1 Hartmann, Sadakichi. History of American art. 2v. c1901.
 Harvard, Valery. Manual of military hygiene. 1909.
 Hayes, C. J. H. Political and social history of modern Europe. v.2. 1918.
 728 Hodgson, F. T. Low cost American homes. c1904.
 641 Hooker, M. H. Ye gentlewoman's housewifery. 1906.
 How to feed an army. 1901.
 Huffcut, E. W. Elements of business law. c1917.
 630 Hunt, T. F. How to choose a farm. c1906.
 Kilbourne, C. E. Use of meteorological instruments. 1903.
 631 King, F. H. Irrigation and drainage. 2d ed. 1902.
 631 King, F. H. The soil. c1895.
 759 Kingsley, R. G. History of French art, 1100-1899. 1899.
 Kroeger, A. B. Guide to the study and use of reference books. 2d ed. rev. and enlarged. c1908.
 792 Krows, A. E. Play production in America. 1916.
 635 Landret, Burnet. Market gardening and farm notes. c1892.
 750 Lanzl, A. L. History of painting in Italy. 3v. 1847.
 708 Levy, F. N. American art annual—1900.
 708 Levy, F. N. American art annual—1903.
 Mason, C. F. Handbook for the hospital corps of the U. S. army and navy and state military forces. 1912.
 640 Morris, Josephine. Household science and arts. c1913.
 814 Morrison, H. A. My summer in a kitchen. 1878.
 Munson, E. L. Theory and practice of military hygiene. 1901.
 704 Noyes, Carleton. Enjoyment of art. 1903.
 641 Owen, Catherine. New cook book. c1885.
 784 Palmer, E. D. Rightly-produced voice. 1897.
 640 Parloa, Maria. Home economics. c1898.
 Passport question. 1911.
 730 Radcliffe, A. G. Schools and masters of sculpture. 1901.
 640 Richards, E. H. Cost of living. 2d ed. 1903.
 630 Roberts, I. P. The farmstead. 4th ed. 1907.
 799 Roosevelt, Theodore. African game trails. 1910.
 641 Rumford kitchen leaflets 1899.
 Schmucker, S. C. Meaning of evolution. 1919.
 612.3 Snyder, Harry. Human foods and their nutritive value. c1908.
 511 Speer, W. W. Elementary arithmetic. c1897.
 793 Stern, R. B. Neighborhood entertainments. 1911.
 636 Stewart, E. W. Feeding animals. 7th ed. 1895.
 636.3 Stewart, Henry. Shepherd's manual. New ed. 1902.
 716 Tricker, William. The water garden. 1897.
 U. S. War Department annual report. v.3. 1920.
 U. S. Fish Commission. Investigations of the aquatic resources and fisheries of Porto Rico. 2v. 1900.
 780 Upton, G. P. Woman in music. 1895.
 750 Van Dyke, J. C. History of painting. 4th ed. 1898.
 Weaver, E. M. Notes on military explosives. 3d ed. rev. 1912.
 Willecox, C. D. French-English military technical dictionary. 1903.

PAMPHLETS.

- Artificial propagation of the shad and pike perch.
 Artificial propagation of the black basses, crappies and rock bass.
 City planning. 1910.
 Handbook of conservation.
 Home sanitation.
 Lake Placid conference on home economics. 1901.
 Old State House, Hartford, Conn.—Why it should be preserved.
 Selection and care of clothing.
 Some imaginative types in American art.
 Statistics of the fisheries of the interior waters of the U. S.
 Statue of Michelangelo in the Washington Congressional Library.

NEW LIBRARIES AND BUILDINGS.

Bourbon—According to the provisions of the will of William Erwin, a trust fund of \$12,000 is left from his estate to go toward a building and equipment of a public library for the city of Bourbon when arrangements are perfected for such an institution. Mr. Erwin was one of the active workers in a library campaign in Bourbon in 1917 which was unsuccessful.

Dugger—As a result of an active book drive for a new public library, the Dugger Community Club obtained during October a collection of 1,100 volumes. 900 volumes were pledged by various donors and were collected by high school girls who volunteered their services. The club has promised to provide \$200 per year for the expenses of the library until such time as a tax can be obtained from Dugger and Cass

Townships. In the meantime, a room upstairs in a Main Street office building has been rented and shelving built for the books. The library was opened to the public November 2, 1921. Already 600 borrowers have been registered and the library is open every afternoon. Mrs. Chas. H. Heaton, chairman of the Club Library Committee, is in general charge of the situation and has a corps of six volunteer librarians, each giving one afternoon a week.

Hartsville—The Hartsville (Bartholomew Co.) Community Club is considering plans for a reading room and library. Mr. V. M. Carr is chairman of the library committee.

Hebron—The handsome new Carnegie public library building has been completed and was opened to the public Saturday, January 14th. The library is open four afternoons and evenings a week, and between twelve and one o'clock on Friday to accommodate the school children. Plans for a formal dedication of this new building are being made but are not yet ready for announcement.

Hudson-Ashley—Interested citizens of Hudson with Mr. Jesse W. Fleming, superintendent of schools, are taking steps to obtain library service for the community. At present they are borrowing books from the Traveling Library Department, and are negotiating with the Angola Public Library for possible county service. If this is not obtainable a library district may be formed made up of Hudson, Ashley, and the adjoining townships in Steuben and Dekalb Counties. The two towns are only a mile apart and are on the county line.

Huntingburg—A public library campaign is again being discussed in Huntingburg, the success of which would remove Dubois County from among the state's "libraryless" counties.

Jasonville—Plans for a public library in Jasonville may clear the record of one of the largest communities in Indiana still without a public library. Superintendent E. A. O'Dell, Mayor Irvin Huffman and

Councilman Moss are interested in the movement.

North Judson—The new Carnegie library building was open to the public for the first time Wednesday afternoon, February 5th. It will be open two afternoons of each week under the supervision of Mrs. Laura Short.

Oakland City College—Work was started in October on the new library, gymnasium and auditorium building for the college. The gymnasium will have a playing court 46x84 feet and will seat 600 spectators; the library floor space will be 36x76 feet and the auditorium will have a seating capacity of 1,000 persons. The building is to be of brick and will cost \$25,000.

Russellville—After discussing the question of an independent library or co-operative service from the Roachdale Public Library, it was decided that because of present financial conditions the establishment of any sort of library service for the town was unwise just now.

Wolcottville—The Parent-Teachers' Association is laying plans for library service for the town. The Public Library Commission has urged against the establishment of a separate library in favor of service from the Lagrange Public Library. Wolcottville lies in two counties, being on the Lagrange-Noble County line and this may cause some complications.

News of Libraries.

Bluffton—During the fall months the public library had on display a trapping and hunting exhibit for the boys, and arranged for a talk to the boys interested on the process of trapping, use of traps and care of animal skins.

Boonville—The library awards a banner to the school in the township which reports the largest number of books read in proportion to number of pupils during the month. The banner school in November reported an average of nineteen books per pupil.

The October circulation of books at the

public library was 300 greater than the total number of volumes in the library; the circulation for the month was 5,900.

The rural circulation for January was 1,600 in 23 schools.

Bristol—Shortly before Christmas the Order of the Eastern Star, of which Mrs. Mabel Judson is Worthy Matron, gave an entertainment and donated the proceeds to the Bristol Library.

Centerville—The library, started by the Home Culture Club, celebrated its first birthday anniversary December 9th. Gifts and purchases have raised the library to a total of 1,300 volumes, and in September it became a regularly tax supported town public library.

Clinton—The library celebrated its tenth anniversary with several interesting programs. Miss Carrie E. Scott of the Indianapolis Public Library was present and talked on Selection of Books for Children. Three hundred children attended the afternoon story hour and prizes were awarded for the best essays on books liked. The teachers of the township in Institute also discussed Best Reading for Children.

Columbus—Students and teachers of the Garfield School are enthusiastic over the branch library opened there the first of February. Two hundred books, mainly for use in the preparation of lessons were placed on the shelves and at the close of the first day all but six had been loaned.

Corydon—Mr. W. H. Keller presented a beautiful cabinet to the public library in memory of Lewis Keller O'Bannon. This cabinet is to be filled by the D. A. R.'s with relics of historical interest to the community.

Danville—The public library held open house for its patrons the last of October to give them a chance to view the redecorating, the new furniture and the some three hundred new books on display. An interesting program was given during the evening.

Evansville—A school reference division was organized in the extension department

of the public library with Marion Wells in charge. This gives better reference service to the grade school teachers in connection with their classroom work.

Fort Wayne—George Lowe of Fort Wayne, who died recently, left in trust an estate valued at \$125,000. After the death of the beneficiaries the estate is to be divided into ten shares. One-half of one share, which will amount to approximately \$6,250 is to go to the Fort Wayne Public Library.

A display of educational toys in the children's room of the public library, for the benefit of parents and teachers, was held by the Fort Wayne Kindergarten Association just previous to and during the Christmas holidays.

The largest single gift to the children's department of the library, and probably the largest individual gift of books ever presented to the library was made when Miss Gail Calmerton, supervisor of primary work in the public schools and former president of the State Reading Circle Board, donated a collection of almost 1,000 volumes of juvenile literature. The collection was a Christmas gift to the library and each book contains the inscription, "The Gail Calmerton Teachers' and Juvenile Books." The books are said to have a value of about \$2,000.

Fountain City—A total of \$154.91 was collected for the public library during a week's activities of the W. C. T. U. and allied organizations in February. Church organizations and school children assisted in the entertainments and in the drive for funds.

Franklin—The public library is named as a beneficiary in the will of the late Judge Daniel W. Howe, by the terms of which one-third of the estate will come to the library upon the death of Mrs. Howe and her daughter. The bequest will amount to between \$25,000 and \$30,000, and, tho not available for some years, it makes certain that the library will be splendidly endowed in the future.

Indianapolis—The public library has organized a technical department at the Cen-

tral Library, for the benefit of the scientific and technical readers, chemists, engineers, mechanics, electricians and manufacturers. This collection is under the supervision of a special librarian, Miss Amy Winslow, and will grow as the demand for such books increases.

The extension of library service to include patients at the City Hospital and the Robert Long Hospital, under the supervision of Edna Levey and Lucile McCray, has proved very successful and been heartily welcomed by the patients in both institutions. Rubber-tired book wagons are used to carry books from ward to ward several times during each week.

Kokomo—The librarian and the music lovers of Kokomo are co-operating in building up a music section in the public library. It is planned to include as much as possible of the world's best music as well as books dealing with the subject.

Lebanon—As one feature of their Books for Children Week the public library board gave a theater party to the children of the town and Center Township. The picture shown was "Rebecca of Sunnybrook Farm." Still another feature of the week was the study of Robert Louis Stevenson in the public schools and a special program concerning him.

Logansport—The special Children's Book Week story hour arranged by the public library met with an unexpected success. Over four hundred children attended the various sections and were thoroughly pleased with their stories.

Lyons—The association library and reading room, formerly in charge of Mrs. Max Stein, has been moved to the high school building and combined with the school library. The enlarged library, in charge of Supt. J. K. McCarter is still open to the public at large and reports a circulation of about 150 volumes per week.

Madison—Some time ago Mr. Elmer G. Sulzer presented the public library with about one hundred books for boys. The boy patrons spotted them at once and waited

impatiently until they were ready to circulate. When they were placed on the shelves the last one went out inside of three hours.

The children's story hour, to be held each Saturday afternoon in the children's room at the library, was started in November and has proved very popular with the children.

Martinsville—The public library received some time ago as a gift from Dr. E. Kelso of Mooresville, an unusually fine collection of Indian relics. The collection contains many varieties of arrow heads and spear points besides other Indian implements and ornaments, and is worth several hundred dollars beside being of much more value from a historical standpoint to the people of the county.

Monticello—The library board in February held a most interesting session when "Indiana Library Week" was discussed. The librarian had planned a surprise for the board in the way of a Valentine observance. Each member was given a heart-shaped card bearing the words, "Let us put our hearts in 'Library Week' and make it a success." The table was decorated with flowers sent by the children of the South Ward School and refreshments were served.

Muncie—The public library has started the system of loaning books for a period of one month instead of two weeks in an effort to somewhat lessen the work of the library staff. Seven-day books circulate as before, and no teachers or special cards are issued.

Nashville—The Brown County Library has taken on a new and attractive appearance since its removal to the K. of P. building. Much credit is due to Indiana artists who have a colony near Nashville. They volunteered their services in making and installing shelves and curtains, and in redecorating the interior of the building, until now it is one of the most artistic and original in the state.

Knowledge of the action of the artists aroused the interest of the Tipton Art Association and they showed their appreciation of Brown County's beauty by making

the Nashville library a Christmas gift of thirty-one good books.

Newcastle—Seeking to make the public library of more value and attractiveness to men readers, the librarian has devoted a table in the reading room to the kind of reading men like. The idea originated in the belief that many men have the mistaken notion that only club women and children use the library. The men's table is supplied with the books and periodicals most often called for by men readers, including both fiction and technical material.

Peru—The rental collection of books at the public library has been changed to the seven-day shelf of the free circulation department. No renewals or transfers are allowed on the seven-day books, thus letting the new fiction circulate rapidly.

Rockport—A number of public spirited citizens of Rockport purchased the lot adjoining the public library on the east. The building on the new purchase was removed and the lot made a part of the library grounds.

Tell City—Mr. and Mrs. Albert Bettinger of Cincinnati, former residents of Tell City, gave the library a gift of 250 volumes of American history and literature as a memorial to their son and daughter. These books are all standard works and add much to the value of the library's history and literature collection.

The weekly story hour was started in the children's department in December. Fifty-six children were present at the first story telling and interest continues to increase.

PERSONALS.

Gertrude Barth of the north side branch of the Fort Wayne Public Library has been transferred to the south side branch to fill the vacancy caused by the resignation of Mrs. Wilding, and Marian Mears, supervisor in the children's department at the central library now becomes librarian at the north branch.

Edna Bernstein has recently become the assistant at the Madison Avenue branch at Indianapolis and her place at the Prospect branch is now filled by Frieda Newman.

Ruth Burlingame, University of Ill. S. S. '21, of the Evansville Public Library staff has recently been placed in charge of the branch at Howell.

Mrs. George Buckner, whose husband was formerly minister to Liberia, is the new assistant at the Cherry Street branch of the Evansville Public Library.

Mary Cotterly and Ruth Bills became assistants on the Columbia City Library staff in December.

Mrs. Alice Crowell has succeeded Ina Blair, who resigned to enter college, as assistant in the Franklin Public Library and will have charge of the rural extension department.

Mrs. Gertrude Due was placed in charge of the Madison Avenue branch at Indianapolis when Lucile Nurdyke went to the Irvington branch recently.

Mrs. Mary O. Flower, after twenty-five years of faithful service as assistant at the Evansville Willard Library, has resigned to live at home. Katharina Imbusch is now acting librarian and is assisted by Helen Parsons and Mildred Lauer.

Mrs. D. C. Heffley, who was the librarian at the Lagrange Public Library before her marriage, is assisting in the library this winter. Mrs. Heffley's mother, Mrs. H. M. Herbert, is the present librarian.

Anna Gilkerson Hubbard, some years ago librarian at Frankfort, recently married William Waterson of Cleveland, Ohio. Mrs. Waterson was engaged in library work in Indiana for a number of years, being for a time assistant librarian of the State Library and also organized a library at Florence, Italy, on the American plan. Previous to her marriage she was head of the order department in the Cleveland Library.

Carolyn Hull, S. S. '20, of the Evansville Public Library staff resigned her position and was married on Christmas Day to Mr. Z. T. Rogers of Evansville.

The Crown Point Public Library Board lost a member by the death in December of

Frank F. Heighway, superintendent of the Lake County schools.

Bernice Johns, S. S. '20, of the Evansville Public Library staff has been appointed librarian at the Reitz High School Library in that city.

Mrs. Anna Shandy Kerr, who was formerly in the order department has taken the position of assistant reference librarian in the Indiana University Library.

Edna Levey of the public library staff was placed in charge of the library service in the Indianapolis City Hospital when book service for the patients was started there in December.

Isaac V. Lucero, a Philippine student at the University of Illinois Library School spent the month of February in practice work at the Indianapolis Public Library.

Georgie G. McAfee, extension librarian at the Evansville Public Library has been given six months' leave of absence to take special work at the library school of the Carnegie Library of Pittsburgh.

The Oxford Public Library Board has within the last few months suffered the loss of two members through death—Mr. W. J. McConnell, president of the board, and Mr. George Voliva.

The death of Mrs. Harriet Conlogue Maloney, president of the Albion Public Library Board occurred October 19th.

Lucile McCray, S. S. '18, formerly librarian at Kentland, has volunteered her services as librarian for the library service recently started by the Indianapolis Public Library in the Robert Long Hospital.

Lucile Nordyke, librarian of the Madison Avenue branch library in Indianapolis for several years has recently been appointed librarian of the Irvington branch upon the resignation of Mrs. Louise H. Payne.

Sylvia Oakley of the Chicago Public Library staff has been appointed high school librarian at South Bend.

Mrs. J. R. Phinney, formerly librarian of Worcester Academy, Worcester, Massachusetts, became librarian at Culver Military Academy in September.

Willodeen Price, Ill. Uni., S. S. '21, resigned as assistant in the Lebanon Public

Library to take charge of the extension work in the Rochester-Fulton County Public Library.

Olive Margaret Rathbun, Ill. Uni., S. S., formerly with the public library of Plainfield, Illinois, took charge of the Hammond High School Library at the beginning of the year, when the public library discontinued its high school branch.

Lou Robinson, librarian at Danville Public Library was the recipient of a New Year's gift of \$25 in gold presented to her by the women's clubs of the city in appreciation of her services to them.

Miss Florence Stewart (S. S. '15), assistant librarian at Whiting, died March 4th of heart trouble. Miss Stewart had been a faithful worker in the library since it was opened, having nearly seventeen years of service to her credit. She was also reporter for the paper, and was probably one of the best and most favorably known women in Whiting.

Grace Stingly, librarian of the Rochester-Fulton County Library and Corinne A. Metz, head of the county extension work of the Fort Wayne Public Library, attended the Ohio State Library Convention at Yellow Springs. Both Miss Metz and Miss Stingly were on the program for discussion of their county library service.

Miss Estella Stringer has recently been transferred from the catalog department to the head of the city extension work in the Fort Wayne Public Library.

Mrs. Lola Wilding, librarian of the south side branch of the Fort Wayne Public Library for the last several years, recently resigned to make her home with her daughter, Miss Dorothy Wilding, in Auburn, California.

Pearl Wilkinson, S. S. '20, of Carlisle Public Library was married in December to Mr. Spencer Keyes of Terre Haute. She was succeeded as librarian by Mrs. Luella B. Wagner, former librarian, who has returned from California.

Sarah Wood, of Princeton, who is a student in the library school at Illinois University, is taking her month's practice work in the Muncie Public Library.

CONTENTS—April, 1922.

	Page		Page
Indiana Library Week.....	225	Poster helps for librarians.....	253
Governor McCray's Proclamation.....	225	Indianapolis Library Club.....	254
How does your community measure up?..	228	School Library Notes.....	254
I want a good book. Hazeltine.....	229	Library Week and the schools.....	254
Detroit conference of American library Association.....	234	1922 Session of Summer School for Librarians.....	255
What the teacher expects of the public library. Scotten.....	234	Reading required in preparation for Summer School.....	255
Spring house cleaning.....	237	Reunion of S. S. Classes, 1902, 1907, 1912, and 1917.....	256
The trustee's opportunity in the commu- nity. Earl.....	238	Picture loans from State Library.....	257
Library boards and committees. Baker..	239	The Public Library Commission not the State Library.....	258
Library co-operation with the Reading Circle Board.....	241	Good books on etiquette.....	259
A hint on rural extension work.....	241	Easy books in school editions. Bailey....	259
Allen County library service. Metz.....	241	Just notes.....	261
Taking the library to the rural commu- nity. Boyd.....	244	Free material.....	262
Qualifications of the librarian. Markland.	246	District meetings.....	263
Travel books for children. Sexton.....	248	Permanent loans from Traveling Library Department.....	266
The local library—A center for historical material. Hamilton.....	250	New libraries and buildings.....	267
		News of Indiana Libraries.....	268
		Personals.....	269



